



清華大學  
Tsinghua University



香港城市大學  
City University of Hong Kong



*Challenges to Systemic Functional Linguistics:*

*Theory and Practice*

ISFC Beijing July 2009

**36<sup>th</sup> International Systemic Functional Congress**  
**11<sup>th</sup> China Functional Linguistics Conference**

**14-18 July 2009**

**Tsinghua University**

**Beijing, China**

**<http://rwxy.tsinghua.edu.cn/36isfc>**

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# Welcome and Gratitude

The Organization Committee would like to extend our warmest welcome to all the participants of the 36<sup>th</sup> International Systemic Functional Congress. Thank you for sending over your papers and for organizing the colloquia. We are certain that all of you will have a new experience and a rewarding time in Beijing. We also wish to express our heartfelt thanks to the members of the Executive Committee of the International Systemic Functional Association, to our collaborator, City University of Hong Kong, and to all the sponsors for their support to the congress, particularly Ministry of Education of the People's Republic of China and our colleagues of Higher Education Press, who have greatly assisted the convention of the congress.

The members of The 36<sup>th</sup> ISFC Local Organizing Committee and Local Program Committee are:

- The Local Organizing Committee:  
Chair: Fang Yan, Vice Chair: Li Zuowen; members: Lv Zhongshe, Fan Wenfang, Shu Xiaomei, Liu Nannan, , Li Shuman, Lu Xiuxia
- The Local Program Committee:  
Chair: Luo Lisheng, Vice Chair: Liu Longgen; members: Liu Shisheng, Feng Zongxin, Huang Guowen, Wang Zhenhua, Peng Xuanwei

## FANG Yan

Convenor of the 36<sup>th</sup> International Systemic Functional Congress

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## 36ISFC Sponsors

Ministry of Education of the People's Republic of China

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and the *Journal of Foreign Languages in China* (<http://www.hep.edu.cn>)

Foreign Languages Teaching and Research Press (<http://www.fltrp.com> or <http://www.heep.cn>)

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Foreign Studies College, Communication University of China (<http://icc.cuc.edu.cn>)

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# Program

## Monday 13 July (Wenjin Hotel)

8:00 - 20:00	Registration
17:30 - 19:00	Reception
19:30 - 21:30	China Functional Linguistics Association Executive Committee Members Meeting

## Tuesday 14 July Morning (Conference Hall of Main Building of Tsinghua University Level 1)

8:00-10:00	Registration	
8:30 - 9:30	Opening Ceremony	Welcome and gratitude FANG Yan Tsinghua University, Convenor of 36ISFC
9:30 –9: 50	Tea Break	
9:50 - 11: 00	Plenary	M.A.K. Halliday Some Thoughts on <b>Choice</b> Chaired by HUANG Guowen
11:00– 12:00	Plenary	Plenary: SHEN Jiaxuan “Virus” and “Noun” -- On Nouns and Verbs in Chinese and English Chaired by HU Zhuanglin

## Tuesday 14 July Afternoon (at the Wenjin Hotel Level 4)

12:00 - 13:30	Lunch Break							
	Rooms	1 (Colloquium)	2 (Theory) (Chaired by WAREEN, TIAN)	3 (DA) (Chaired by PATPONG, Knight)	4 (DA) (Chaired by MIAO, YAO)	5 (TRANS) (Chaired by WU, ZHU)	6 (Educ) (Chaired by CHEN, Greig)	7 (on Chi, in ENG OR CHI) (Chaired by PENG, LU)
13:30 - 14:00	papers	O'HALLORAN Colloquium Multimodal Analysis: Technology, Theory and	WARREN Exploring textual collocations	PATPONG, P Textual resources of some selected endangered language narratives	MIAO X Patterns of Multiple Theme in News Discourse	WONG, LI Towards an Understanding of the Nature of Choice of MODULATION	CHEN, JONES, SUksAWAS Willingness to Communicate: A Social Semiotic Perspective	PENG Yi A systemic functional study of Chinese tense
14:00 - 14:30	papers	Practice, O'HALLORAN, JUDD, PODLASOV, SMITH, TAN, LIU, LIM, LOH, Marissa E, ZHANG, FENG	Thompson Labelling discourse acts: interpersonal projection across registers	Benson & Greaves, Rhythm and tone effects in the perception of "sometimes behave so strangely" as three different speech contours	YU Hui On the Notion of Genre Complex -- Exploring the logico-semantic relations between genres	WU, SONG Computer-aided sight translation in interpreting	1. YANG, SHEN, ZHANG Digitalization & Language Teaching -- An Enjoyable Path to Innovative Teaching & Learning	YANG GW The System Network for Generating the Expressions of Chinese Aspects

14:30 - 15:00	papers		JIANG Wangqi The Chinese linguistic tradition and discourse semantics	Watkins et al, The timing of turn-taking in spontaneous conversation. A Systemic Perspective on a Syllable Based Oscillator Model	HE Wei Tense in different types of discourse	DENG Lin A study on the interpersonal meaning of language on Class Net of Tsinghua University	2. CAI et al, The Application of Computer Network Platform-based on “Process-Genre Approach” in College English Writing Instruction	Yang Yanning, Systemic Functional Linguistics and the Development of Spoken Chinese Textbook
15:00 - 15:30	papers	O’HALLORAN Colloquium Multimodal Analysis: Technology, Theory and Practice, O’HALLORAN, JUDD, PODLASOV, SMITH, TAN, LIU, LIM, LOH, Marissa E, ZHANG, FENG	WANG Zhenhua Why different attitudes towards the same THING: a perspective of Individuation	LEUNG The Impact of Using Systemic Functional Model of Language as Theoretical Basis on Student Self-generated Assessment Criteria, etc.	Hiippala Modelling genre in print media: applications in discourse analysis	ZHANG Yanjun Genre Analysis and Genres in Translation -- A Comparative Analysis of English and Chinese Publicity Texts	Romero ESP Enriched with LSF Tools	LI Eden The Construction of MODALITY in Chinese from a Text-Based Approach
15:30 - 15:50	Tea break		Tea break	Tea break	Tea break	Tea break	Tea break	Tea break
15:50 - 16:20			TIAN Guisen A Functional View of Language Variations	Knight Conversational humour and the role of affiliation in systemic functional theory thical function	YAO Xin Meaning Represented in English News Media: A Linguistic Analysis of Views on China	ZHU, XIA (in Chi) The Effectiveness of Cohesive Notes in Consecutive Interpreting	LIAO Chuanfeng, Appraisal Theory and Teaching of FL Writing -- A New Approach to Improving	WANG XY Another Perspective on Sight Translation: Complementarity of Speaking and Writing

							College Students' Writing Ability	
16:20 - 16:50			CHENG Xiaotang Language as a mental tool: A functional perspective on the value of learning additional languages	HOU Yu 'A Feature of Translators' Style: A Corpus-based Study of Nominalization in the English Versions of <i>Hong Lou Meng</i>	TRIPATHI The Chicago Lecture of Vivekananda: A Systemic Textual Study	WU Xia Context and Joke Interpretation	LOW Francis Multimodal analysis of English Language Teaching (ELT) textbooks used in China	Hsu FM (in Chi) Enhancing Students' Skills in Reading Classical Chinese by Cohesion Strategies
16:50 - 17:20		O'HALLORAN Colloquium Multimodal Analysis: Technology, Theory and Practice, O'HALLORAN, JUDD,	DREYFUS, JONES, Mapping place: further delicacy in circumstantiation	MENG Yanli A comparison of visual communication between Chinese and English advertisements	WAN Yau Ni Validation of interpretative analysis investigating the methodology: voice quality in call centre discourse	WU Qi A Study of Metaphoric Equivalence in Translating <i>A Red, Red Rose</i>	Greig Enacting Interdisciplinarity in the Melbourne Model: Senior High School Tutors' Pedagogic Discourse	LU Danyun (in Chi) On the Semantic Potential and Configurative Type of Chinese Tp-claus
17:20 - 17:50		PODLASOV, SMITH, TAN, LIU, LIM, LOH, Marissa E, ZHANG, FENG	Susanto Verbal Group in Indonesian	CHOI A study on logical meaning in Korean	Berazhny Captions as 'linguistic scaffolding' of visual constituency for printed photography	XIANG Mingjian Textual Functions of Thematic	YE Yongmei On the Application of Trial-discovery Model to English Grammar Teaching in Senior e	Yang CY (in Chi) Enacting the Interpersonal Function of Chinese Exclamatives

17:50 - 18:20			WANG Hongyang The Possibility of Choice of Elements in “Multiple Theme”	ZHU Changhe Appraisal and Eco-criticism of Anthropocentrism in Language: A Quantitative Analysis	HU Yongjin (in Chi) On the Strategies of Implicit Cohesion in Translation Progression Chains in English Scientific and Technical Texts	CHENG W The Interactivity between “Event” and “Attitude” in the Legal Discourse	NIU GL (in Chi) Nominalization in Non-English Majors’ Writing in China	ZHANG Hao (in Chi) New Information in a Clause Ended with Clausal Particle le in Chinese
18:20 - 19:00	Book Launch							



### **Wednesday 15 July Morning (Conference Hall of Main Building of Tsinghua University Level 1)**

8:30 - 9:30	Plenary	Huang Guowen Different Ways of Meaning and Different Ways of Translating Chaired by Robin Fowcett
9:30 - 9:50	Tea Break	
9:50 - 10:50	Plenary	James Martin Realisation, instantiation and individuation; some thoughts on identity in youth justice conferencing Chaired by LI Zhanzi
10:50–12:00	Interview	M.A.K. Halliday by Hu Zhuanglin & Zhu Yongsheng Chaired by Christian MATTHIESSEN

### Wednesday 15 July Afternoon (at the Wenjin Hotel Level 4)

12:00 - 13:30	Lunch Break							
	Room	1 Colloquia	2 (Theory) (Chaired by YANG, HOOD)	3 (DA) (Chaired by PAN, FUJITA)	4 (DA) (in Eng or Chi) (Chaired by BARBARA, LIAO)	5 (Educ) (Chaired by HUANG , LIROLA)	6 (Theory) (Chaired by Clarke , YANG)	7 (Trans & Cont) (Chaired by Smith, HERKE)
13:30 - 14:00	papers	FAN Wenfang Colloquium Teaching English as a Foreign Language in China -- Research from the Dragon Project of Tsinghua University Fan, Ji, Lu, Wang, Zhang	YANG Xinzhang Learners' Dictionaries and the Demands for SFL Theory	PAN Zhangxian Critical appraisal of the linguistic and cultural identities in English discourse of Chinese film subtitles	Ignatieva Analyzing students' essays in Spanish within the systemic functional framework	PUN, Fung Kan Textual Development in University Students' Writing	Clarke The Systemic Functional Linguistic concept of 'register' as a 'general corpus' compilation blueprint. The proposal and some interim problems	Smith Writing and Speech: The shadow text in English culture
14:00 - 14:30	papers	FAN Wenfang Colloquium	Fawcett How do we choose between features in system networks?	HUANG HJ (in Chi) Different Viewpoints of "Mood" – from a Functional Perspective and a Pragmatic Perspective	BATISTA Representation and Evaluation of Social Actors in Teaching and Learning English in State Schools	HUANG, FACER A Functional Approach to a Culture-Based Language Curriculum	TIAN Ping Facial expression, attitudinal dynamics and socialization in children's picture books	WANG Yan Modality in legal tenancy agreement- comparative analysis between English and Chinese from the perspective of SFL

14:30 - 15:00	papers	FAN Wenfang Colloquium	ZHANG Delu The Meaning of Function-Syntax in SFL	SUN Yinghui Functions of headings in Chinese Research Papers: An analysis of Chinese MA Thesis Introductions	BARBAR, MACEDO Verbal processes in academic articles: from lexis to grammar,	HONG C (in Chi) An Investigation of Metadiscourse both in Spoken and Written English among Chinese Learners	HE Jiang-li Challenges of Register Theory and practice ----a cross language and culture study of Horoscope Genres	Lam Figueredo, . Espindola A Contrastive study of Interpersonal Particles in Cantonese and Portuguese
15:00- 15:30	papers	FAN Wenfang Colloquium	Hood Revisiting the genre of Academic research articles in English from an SFL perspective.	WU Shujing Interpersonal Functions of Hedges in Political Discourse	Moyano Exploring Verbal Processes in Discussions of Academic Articles in Spanish	YANG Xueqian Applying SFG to Argumentative Writing Teaching	PENG Xuanwei Text as Meaning Versus Text as Wording	CHEN Jiansheng, JOE & XU Evidencing CMC discourse: A Systemic Functional Linguistic Perspective
15:30 - 15:50	Tea break	Tea break	Tea break	Tea break	Tea break	Tea break	Tea break	Tea break

15:50 - 16:20		Butt Colloquium Challenges for stylistic method. From literary enquiry to mental health treatments: when two methods are at one Butt, Hasan, Moore; Henderson-Brooks; Meares; Haliburn	YAN Shiqing Systemic linguistics and constructivism	FUJITA, Toru A Contrastive Study on Process Types between English and Japanese: Difference in Similar Experiences	LIAO Haiqing Analyzing Speech Functions in CNN's <i>Larry King Live</i>	ZHANG Peiwen Analysis of EFL Academic Writing of Recount: A Discourse Semantics Approach	YANG Xueyan On the Expansion of Ellipsis System	HERKE 'Really, what are the options?' Doctor language in the ED context: Coaxing patient alignment and compliance
16:20 - 16:50		Butt Colloquium Challenges for stylistic method. From literary enquiry to mental health treatments: when two methods are at one Butt, Hasan, Moore; Henderson-Brooks; Meares;	HOU JB A Study of Referring Expressions from a Cognitive Perspective	XU Xin A Corpus-based Comparative Study of English and Chinese Genre Analysis: An exploratory study	ADEYANJU Choice in the Language of Advertisements: A Systemic Functional Analysis of Radio Advertisements Conveyed in The English Language in Nigeria	QI Shiming An Empirical Study on the English Writing of China's College Students with the Theory of Systemic Functional Linguistics	LIU Chengyu Code-switching as Grammatical Metaphor: A Systemic Functional Perspective	Lau How International mindedness education could be realized in the International Baccalaureate Diploma Programme, etc.

16:50 - 17:20		Haliburn	LAI LT Evidentiality from a Systemic Functional Perspective	TAM, LI The interaction of modal verbs and modal adjuncts in the system of MODALITY in English literary works written by Chinese authors	LI Jie Towards a Cognitive - Functional Interpretation of Grammatical Metaphor	LIROLA An analysis of the image of women in cosmetic surgery's leaflets. Visual grammar as a tool to discover stereotypes	SONG CF How Does Lexical Metaphor Make Attitudinal Meaning: A Semiotic Perspective	LIN, Wang SFL, Verbal Artistry, & Poetic Translation: the Case of a Tang Poem
17:20 - 17:50		Butt Colloquium	QI Xi Comment Adjuncts in Text -- the Negotiation and Construction of interpersonal meanings	SUN Haiying Ideational Analysis of Psalm 139 in the Bible	ZENG JW (in Chi) The Interpersonal Meaning of Advice Online	Wignell Changing Relationships between Images and Written Text in Picture Books for pre school-age Children	ZHAO CL On the semantic features and limitative mechanism of noun in the adjective-noun combinations as an independent adverbial	XIA Liang On the Translation of MODALITY in the 2008 Chinese Government Report
17:50 - 18:20			XUE Yahong On Semantic and Pragmatic Functions of Enhanced Theme in English	HU Dan Understanding as A Strategic Appraisal in Teaching and Learning	ZHANG ZL (in Chi) The Attitude System and Edna's Affect Awakening	Coffin Learning how to mean in an undergraduate course: a systemic functional analysis of two pedagogic sites	CHEN Mingfang Writer Roles Realisation Seen Through Perspectival Metadiscourse: Person Markers in Literature Reviews	Nunes, Pagano Modelling Translation in Literary Texts: An Examination of the Conjunction but in English and its Prototypical Equivalent mas in Brazilian
18:20 - 18:50		Butt Colloquium	ZHONG Dihong Critical Genre Analysis	Yang Hong The Discourse Context and	Zhu Shan (in Chi) Interpersonal	ZHANG DQ Texturing Evaluation in	GAO CY Metonymy and Metafunctions in	WU Yuling Discourse Features of

				Interpersonal Meaning and Grannylin's Entering, Grand View Garden	Function of Intonation in English News Reading	Research Articles	Discourse;	Language Meme
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**Thursday 16 July Excursion (Departure at 8:00 at the Wenjin Hotel; please pack your own lunch)**

**Friday 17 July Morning (At the Wenjin Hotel Level 4)**

	Rooms	1 (EDUC & Colloquium) (Chaired by IRWIN)	2 (Theory) (Chaired by Cummings, ZHANG)	3 (Theory in Eng or chi) (Chaired by DONG, DAI)	4 (DA) (Chaired by Pagano, LI)	5 (DA) (Chaired by Bartlett, DURÁN)	6 (DA) (Chaired by Lipovsky, HONG)	7 (Educ) (Chaired by CHANG, SHUM)
8:10 – 8:40	papers	Zhang Yanhua An Analysis of Chinese Letters in Chinese Practical Writing: A Cross Cultural Comparison of Chinese textbooks	QIN Yan Thematic Structure Theory and Textual Information	HE H.X Complementarities in Language as Art	Park 'Marked' and 'Unmarked' theme in Narrative	WANG Hui, Interpersonal Meaning in Famous Speeches	LU HX Argumentation versus Narrative: a critical inquiry into two in-service teacher education programs	LI & LI A Case Study of the Language Use of English-Major Undergraduates in China
8:40 – 9:10		IRWIN D "Of Tamarack, Hackmatack, and Muskeg: language resources for the integration of	LI Fagen Identification and Functions of Metadiscourse	ZHANG CQ The Application of the Cognitive Theories to the Reasoning in the Criminal Verdict---Taking	Pagano Neumann, Patpong, Lam, Kim, Ayako Social distance across language. A work report on	BARTLETT Functional motivations for "passive constructions" in Scottish Gaelic.	JIN & CHEN The Cognition of Evaluative Resources in Chinese and English Children's	CHANG CG Commitment in parallel texts

		loanwords in early Canadian English”		the Case of Xuting as an Example	the register network		Literature	
9:10–9:40	papers	JESUS, PAGANO Properties of translated texts: investigating the shining-through phenomenon on the basis of verbal Processes in English and Portuguese fictional texts	Cummings Grammatical metaphor in Old English	DONG Min Praxis-oriented Social Semiotic Model of Genre	Caldwell What is Rapping? A semiotic analysis of rapping and sung voice	Scott ‘Peace and Cohesive Harmony’: A diachronic investigation of structure and context in Sydney Morning Herald ‘end of war’ news reports	Lipovsky ‘It’s a pity it’s a great pity that we have to choose at all’: A study of interviewers’ Appraisal in job interviews	XIAO Haozhang Effects of Two Types of Contextual Configurations on the Learning of EFL listening and/or speaking
9:40 – 10:00	Tea break	Tea break	Tea break	Tea break	Tea break	Tea break	Tea break	Tea break
10:00 - 10:30	papers	Teruya Colloquium Projection Around the World 2 Teruya Matthiessen . Halliday, Patpong	ZHANG Jingyuan A survey of functional syntactic studies in China Aphasics	ROSE Integrating SFL Theories of Text in Context with the Teaching of Academic English	TORVINEN Others and Actors – Representations of Lapland in travel literature	DURÁN, A Study of However in Research Articles from a Systemic Functional Perspective	Ferreira Genre instruction in flamenco dance as a foreign language	FANG ZH Language and Disciplinary Literacies: Implications for Content Area Reading Instruction
10:30 – 11:00		Teruya Colloquium Projection Around the World 2 Teruya Matthiessen .	HUANG WH The Study of Aphasia from the perspective of SFL	(IN CHINESE) 1. DAI Fan Language as a mental tool: A functional perspective on the value of learning	1. LIANG Xiaohui A Study of Macro Metaphor in The French Lieutenant’s Woman	BOWCHER Interrogating the Field of Radio Sports Commentating	HONG, Joanne Ideology and Intertextuality in McDonald’s CSR report	SHUM Exploring the Subject-specific Genres of Liberal Studies in the Reforming Secondary School

		Halliday, Patpong,		additional languages	2. LI Hui The Cognitive Base of Token-Value Configuration			Curriculum
11:00 11:30			YUAN Weiliang, The Interpersonal Functions of the English Discourse Markers	2. MA DF THE BEHAVIORIST TRADITION IN WESTERN LINGUISTICS: Its history and problems from the socio-cognitive perspective	3. LU BZ A Tentative Study of Degree Modification of Classifiers in Nominal Groups	YUE Ying Engagement and Reader Construal in Academic Texts: A Case Study on Chinese students' MA Theses	LIN M.Z A Corpus-based Approach to Cognitive and Pragmatic Functions of Discourse Markers	Laghzaoui Academic language development of Moroccan-Berber children in the Netherlands: analysis of parents' and teachers' input
11:30- 12:00			DENG H.Q An Analysis on the Evaluative Functions of Relational Clauses	3. WANG QZ Grammatical metaphor: an approach from Talmy Givón	4. WANG Pin Imperative Mood Realized by Circumstantial Adjuncts	(EDUC) DREYFUS, MAHBOOB, MARTIN, HUMPHREY The Scaffolding Literacy in Academic and Tertiary Environments (SLATE) Project	TANG QY The Representations of US and THEM in Discourse	AVELAR How grammar metaphor works; for Chinese students learning Portuguese as foreign language
12:00 - 12:30		Teruya Colloquium	PARK KH Agent in Korean	above Clause And His Trend towards Functionalism	5. REN and GAO Interpreter's Graduation Positioning in English-Chinese Consecutive Interpretatio WANG YH Semiotic Motivation of Multimodal Discourse n	DWI-NUGROHO AUSTRALIAN MEDIA REPRESENTATION ON INDONESIA AS SEEN FROM THE APPRAISAL ANALYSIS	XIAO, CHEN Rhythmic Beauty of House on Mango Street	AIVES et al. "Tracing grammatical (de)metaphorization in the translation process: a two-pronged approach" in Mainland China, Hong Kong and Taiwan
12:30 - 14:00	Lunch Break							



## **Friday 17 July Afternoon (Conference Hall of Main Building of Tsinghua University Level 2)**

14:00 - 15:00	Plenary	Eija Ventola Systemic Functional Linguistics and Cyberspace Chaired by Ruqaiya HASAN
15:00 - 16:00	Plenary	Christian Matthiessen ADA—Applicable Discourse Analysis: The Systemic Functional Potential for Discourse Analysis Chaired by Kazu TERUYA
16:00 - 16:20	Tea Break	
16:20 - 17:20	Plenary	Clare Painter Children's picture books: modelling affordances and instantiating meaning across verbiage and image Chaired by Caroline COFFIN
17:20 - 18:30	AGM	All participants can be members of the ISFA, who are welcome to be present and discuss matters on the ISFA Chaired by Geoff THOMPSON, Chairman of the Executive Committee of ISFLA
19:00	Congress Dinner	Peking Duck (At the Quanjudu Branch Peking Duck Restaurant)

## Saturday 18 July Morning (The Wenjin Hotel Level 4)

	Room No.	1(Theory) (Chaired by FIGUEREDO, FENG)	2 (Theory OR DA) (in Chi) (Chaired by GONG, ZHONG)	3 (DA) (Chaired by Zappavigna, Forey)	4 (DA) (Chaired by YANG, LIU)	5 (DA) (Chaired by SUO, Nanri)	6 (DA) (Chaired by Karagevrekis, LI)	7(Educ) (Chaired by LEUNG, Huang)
8:10 - 8:40	papers	LIU Zuqin et al. Demetaphorizing or Metaphorizing: A dynamically interactive model of the congruent and metaphorical modes of realization	CHAI TW Metaphors in Existential Clauses: A Cognitive Perspective	LIU LH Story Told in the New York Times: Discourse Analysis Based on Critical Realism	1. MU Xuqin Western Rhetoric Studies: from the Perspective of Appraisal Theory 2. SHI Yinghong Appraisal Analysis of Harmony in Wu Dialect TV Programs 3. HU, QF Appraisal Analysis of Professions for Women	PANG Yuhou The Mind Style of “Kuang Ren” in Lu Xun’s <i>Kuang Ren Ri Ji</i>	Lim C S Reconstructing Emancipatory Discourse as Multimodal Texts	CHAI X.J A Case Study of English Learners’ Translational Text
8:40 - 9:10	papers	HUI, DOYLE Ability Grouping and Variation in Regulative Talk: A Corpus-based Systemic Functional Approach	GONG CH Tenor in Weather News: A case Study of Interpersonal Meanings	Zappavigna Searchable talk and ambient affiliation: a linguistic perspective on Twitter		PAN Lu Reading the Mind of Experiencing-I in <i>The Fall of the House of Usher</i> : a Systemic-Functional Perspective	SUN JQ How SFL’s Multimodality Vialual Analysis Helps to Tackle Historical Photos	TRI WIRATNO Nominalization in Indonesian Scientific Texts: Cases of Four Journal Articles
9:10 - 9:40	papers	FIGUEREDO A Systemic functional description of MOOD in Portuguese	LI, WANG A Contrastive Analysis of Ideational Metaphor in Chinese and English Scientific News Discourse	ZHOU Jinying Syntactic Analysis of the Unmarked Imperative Clause Based on Cardiff	CHEN Gangni English Prose: Appraisal Stylistic Varieties	SUO, WANG Cognitive simile in <i>Correspondances</i> by Charles Baudelaire: a functional	Karagevrekis Multimodal analysis of the modern economics text	YANG RF An Integrated Model of Intertextuality for College English Writing Pedagogy

				Grammar		reclaiming		
9:40 - 10:00	Tea break	Tea break	Tea break	Tea break	Tea break	Tea break	Tea break	Tea break
10:00 - 10:30	papers	FENG Zongxin The Logical Nature of Modality in Functional Grammar	ZHONG Lili et al. Strategic Employment of Appraisal Resources -- A positive analysis of UN Secretary-General's Message for New Year	Forey et al The Expression of "Care" in Call Centre Communication: Negotiation of interpersonal meaning in bilingual healthcare contexts	YANG RY The International Academic Conference: A Super-genre and the Genre of Plenary Speech	Benson Tennyson's 'Ulysses' and the representation of basic emotions	LI Zhanzi Genre and Appraisal Theories in Functional Discourse Analysis – with Reference to Accounts in "Dragon-Carving and the Literary Mind	CHEN Jing Teaching Functional Grammar in a Chinese tertiary EFL Classroom -- An Experimental Study at Sun Yat-sen University
10:30 - 11:00		ESPINDOLA The character's point of departure: Yoda's thematic choices	LI Huabing An Analysis of Interpersonal Relationship in Advertising Discourse From the Perspective of Mood Metaphor	Hong H Toward a genre-based approach to Old English texts: A Systemic Functional Approach to the Old English mystery particle <i>þa</i>	Yulei MA Text-World and Appraisal Theories: A Complementary Contribution to Discourse Analysis	Nanri Social process, schematic structure, and coding orientation	ZHAO Li Humor: Evaluative Meanings in English Literary Works	Huang CC Referential choice in Mandarin child language: A discourse-pragmatic perspective
11:00 - 11:30		LIU N A Functional-Stylistic Approach to the Description of Nature in Sons and	WEN RX A Lexico - grammatical analysis of Textbook Directions	Sook Hee LEE An implementation of 'Team Teaching' within SFL-based	HU, LIU Phonological Metaphor: A Systemic Functional Perspective	LIU SZ Patterns of Attitude	CHEN Yumin Contestable Reality: A Multi-level View on Modality in Multimodal	XIA Liang The Construal of Ideational Meaning in PPT Presentation in EFL Literature classroom

		Lovers		pedagogy in teaching academic essays written in a business context			Pedagogic Context	
11:30 - 12:00		ZHAO Zuhua Integrating Jakobson with Halliday to Analyze Ludic Language Use in CMC	BI Xuefei (in Chi) Decoding Information in English News Reports: A Multi-dimensional Perspective	LV Xing Textural Metaphor of Projecting Clause in Literature Review of Academic Discourse	WANG Jinjun Chinese Rhetorical Questions as a Means to Exercise Power	ZHANG Jun A Cognitive Justification of the Evaluative Potential of English General Nouns	CHEN Jie The Analysis of Metaphors in <i>Young Goodman Brown</i> from the Perspective of CDA	WANG DL Functional Centering in Mandarin Chinese
12:00 - 12:30		ZHAO Xia The Language and Learning Theories of Halliday and Vygotsky and their Contributions to Educational Practice	LI Jun (in Chi) Prosodic Pattern of Engagement in TV News Interview	LU Shuilin Rethinking of Text in the Systemic Functional Linguistics	WU Sha Multimodal Analysis on Classroom Discourse	LI JY A Critical Discourse analysis of Chinese obscene Language	MAO Haoran Access, Context and Manipulation of Discourse Power	WANG Xuefeng Grammatical Metaphor Awareness and its Application in College English Writing
12:30 - 14:00	Lunch Break							

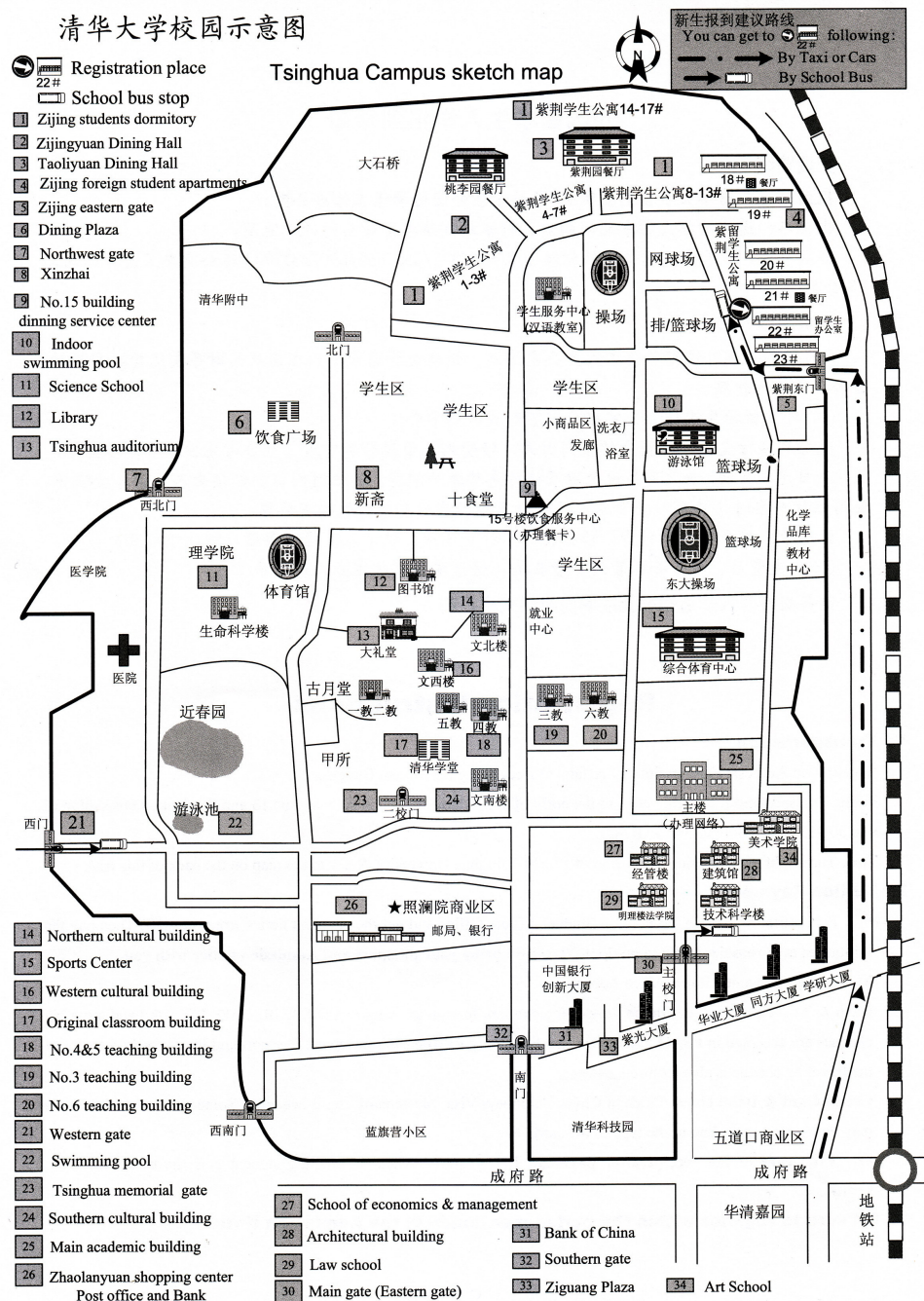
## Saturday 18 July Afternoon (Conference Hall of Main Building of Tsinghua University Level 2)

14:00 -	Plenary	Liu Shisheng Systemic Functional Stylistics: Past, Present and the Future
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15:00		Chaired by David BUTT
15:00 16:00	- Plenary	Heidi Byrnes Systemic Functional Linguistics in the Round: Imagining FL Education for a Global World Chaired by Games MARTIN
16:00 16:20	- Tea Break	
16:20 17:20	- Closing Ceremony	Summary

# Tsinghua University Campus

清华大学校园示意图





## Map between the venues and hotels



# Useful Information

## Banks and other information

### 1. 银行 (banks & ATM service)

- \* 中国工商银行 Industrial and Commercial Bank of China (ICBC) & ATM  
位于：文津酒店右边（西） Location: on the right side of the Wenjin Hotel
- \* 中国农业银行 Agricultural Bank of China (ABC) & ATM  
位于：文津酒店西 20 米左右。 Location: about 20 meters west of the Wenjin Hotel.
- \* 中信银行 China Citic Bank & ATM  
位于：文津酒店东 50 米左右。 Location: about 50 meters east of the Wenjin Hotel.
- \* 中国建设银行 Construction Bank of China (CBC) & ATM  
位于：清华大学东门左边（东）或文津酒店东 50 米十字路口处左拐，直行 30 米左右。  
Location: on the left side of Tsinghua East Gate (Or, at about 50m east of the Wenjin Hotel, turn left at the crossing, and then go straight (north) about 30m.
- \* 中国招商银行 China Merchants Bank (CMB) & ATM  
位于：清华大学东门右边（西）或文津酒店东 50 米十字路口处左拐，直行 20 米左右。  
Location: on the right side of Tsinghua East Gate (Or, at about 50m east of the Wenjin Hotel, turn left at the crossing, and then go straight (north) about 20m.

### 2. 超市 (supermarkets)

- \* 超市发连锁超市 Chao Shi Fa Supermarket  
位于：文津酒店对面（过天桥左边） Location: across the street, opposite to the Wenjin Hotel.
- \* 易初莲花超市 Lotus Center  
位于：出清华东门向南直行 50 米左右（或文津酒店东 50 米左右）。  
Location: about 50m east of the Wenjin Hotel ( Or about 50m south of Tsinghua East Gate)
- \* 照澜院超市 Zhao Lan Yuan supermarket  
位于：清华大学照澜院，文津酒店左边北行进入清华大学南门，向北直走，第一个十字路口左转，前行 100 米左右到二校门左转二十米左右（二校门对面），见邮局，超市在邮局后面。  
Location: From Tsinghua South Gate, go straight north till the first crossing, then turn left, at about 100m, behind the Post Office on the left side of the road.

### 3. 书店 (bookstores)



\* 万圣书园 All Sages Books

位于：文津酒店出门右转（西边）100 米左右。Location: about 100m west of Wenjin Hotel.

\* 雨枫书馆 Lady Book Saloon

位于：文津酒店右边（西边）30 米左右。Location: about 30m west of Wenjin Hotel.

#### **4. 娱乐健身设施 (recreational facilities)**

\* 文津酒店内健身娱乐设施：RENO 咖啡厅、书吧、红酒雪茄吧、棋牌、SPA、美容美发、桑拿、健身、养生、美容、桑拿、按摩等。

Wenjin Hotel: RENO Café, Reading Club, Wine & Cigar Bar, Chess Club, Hair Saloon, Beauty Saloon, etc.

\* 上岛咖啡（免费上网）UBC Coffee ( free Internet access)

位于：文津酒店右转（西边）50 米左右。Location: about 50m west of the Wenjin Hotel.

\* 清华综合体育馆 Tsinghua University Gymnasium

位于：清华大学校内，清华南门进入，向北直行，过第一个十字路口后，再 100 米左右，路东边。

Location: from Tsinghua South Gate, go straight north passing the first crossing, then walk another 100m, on the right side of the road.

#### **5. 邮局 (post office)**

中国邮政局（清华分局）China Post (Tsinghua Branch)

位于：清华大学校内照澜院里，文津酒店左边北行进入清华大学南门，直走，第一个十字路口左转，前行 100 米左右到二校门再左转二十米左右（二校门对面）。

Location: From Tsinghua South Gate, go straight north till the first crossing, then turn left, about 100m on the left side of the road.

#### **6. 药店 (drug store)**

同德堂药房 Tong De Tang Drug Store

位于：文津酒店右行（西）20 米左右。Location: about 20m west of the Wenjin Hotel

7. 北京急救中心电话 Beijing Emergency phone: 999;

清华大学急救中心电话 Tsinghua University Emergency phone: 62799120

8. 保卫处电话 Tsinghua Security Office Phone: 62782039

#### **7. Train Tickets Booking Office**

\*清华东门外火车票飞机票代售点 Tsinghua East Gate travel tickets agency

位于：清华大学东门外左边（东）约 10 米处或文津酒店东 50 米十字路口处左拐，直行 20 米左右（路右边/东面）。

Location: about 10m outside Tsinghua East Gate, on the left side of the road. (Or, at about 50m east of Wenjin Hotel, turn left at the crossing, and then go straight (north) about 20m, on the right side of the road.

\* 清华邮局飞机票火车票代售点      Travel tickets agency beside Tsinghua Post Office

位于：清华大学校内照澜院，文津酒店左边北行进入清华大学南门，直走，第一个十字路口左转，前行 100 米左右到二校门再左转二十米左右（二校门对面）。

Location: From Tsinghua South Gate, go straight north till the first crossing, then turn left, about 100m on the left side of the road, just beside the Post Office.

## Restaurants

Gan Guo Ju (干锅居)

2nd Floor, Weixin International Building, No.1 Zhongguancun East Rd (the right hand of the east gate of Tsinghua, 5 min walk).

Traditional Chinese food with Guizhou Flavor (chicken, fish, tomato, bamboo shoot).

Phone: (010) 58722008

Shangcun Restaurant (尚村私家菜)

2/ F, Weixin International Building, No.1 Zhongguancun East Rd (the right hand of the east gate of Tsinghua, 5 min walk).

Delicate Chinese food.

Phone: (010) 58722999/58722099

Yan Restaurant (宴铭园)

Near Tsinghua east gate. Within 3 min.

Zhejiang flavor, with nice environment and delicate food. Higher end prices.

Phone: (010) 62708988/62793488

Zuai Fashion Restaurant (醉爱时尚餐厅)

Next to Lotus Supermarket. Within 10 min walk from the east gate of Tsinghua.

Hangzhou Flavor, Chinese food. Nice environment. Higher end prices

Phone: (010) 82527567/82527568

QUANJUDE Peking Roast Duck (Tsinghua) (全聚德烤鸭清华园店)

1/F, Block A, Science Building. THU Science Park. (Within 5 min walk from Wenjin Hotel).

Famous Peking Roast Duck.

Phone: (010) 82150018/82151015

Shuimu Jintang French Grill (水木锦堂法式铁板烧)

2/F, Block D, THU Science Park. (Within 5 min walk from Wenjin International Hotel).

French Grill and Hongkong style hot-pot .

Phone: (010) 82151999.

Taowu Japanese Cooking (桃屋日本料理)

1/F, Block B, Innovation Building, THU Science Park. (Within 5 min walk from Wenjin International Hotel).

Japanese cuisine.

Phone: (010) 62705588.

Tianchumiaoxiang Vegetarian Restaurant (天厨妙香素食馆)

Room 110, 1/F, Chuang Ye Building, THU Science Park. (Behind Wenjing Hotel, within 10 min walk.)

Vegetarian food. Tea is recommended.

Phone: (010) 62797078

Pinnuo Italian Restaurant (品诺意式餐厅)

The left hand of Lotus Supermarket.

Cheap Italian concise food. Pizza, soy sauce & cheese rice.

Phone: (010) 51779058.

Subway Sandwich (赛百味三明治)

1/F, Sohu Net Building. (within 2 min walk from Wenjin Hotel).

DIY sandwich, health and low fat.

Phone: (010) 58722601, 58722600 (Delivery).

Wufangyuan Hunan Flavor Restaurant (五方院精品湘菜)

No. 248, Chengfu Rd. (Opposite to Wenjing Hotel).

Chinese food with Hunan Flavor. Spicy.

Phone: (010) 62640677

Baiyu Grill (白玉烧烤)

No. 3, north of Tsinghua, within 3 min walk from the west gate of Tsinghua.

Korean Grill and traditional Chinese food.

Phone: (010) 62790908

Sushi Restaurant (苏轼酒楼)

No. 45, Chengfu Rd. Near Wudaokou Cinema.

Sichuan flavor spicy food.

Phone: (010) 01062534023

Big Pizza (比格披萨)

Chengfu Rd, opposite the Lotus Supermarket. Near Wudaokou Subway Station.

Buffet pizza and other Italian food (¥44).

Phone: (010) 82863177

Mr. Pizza (米斯特披萨)

No. 23, Chengfu Rd. Near Wudaokou Cinema.

Reputedly good pizza.

Phone: (010)82388805, 82388807.

Delivery: 400-688-5566

Ten years After Café (拾年咖啡)

Shuangqing Rd. Opposite to the east gate of Tsinghua.

Café with other western food (sandwich, cake, steaks, etc.) Nice environment. Free wireless internet. A good place for reading.

Phone: (010) 82526936

Shanxi Noodles Restaurant (山西面香)

Shuangqing Rd. Opposite to the east gate of Tsinghua.

Shanxi Noodle. Very special.

Restaurants in U-center Shopping mall (五道口购物中心内的餐馆)

Near Wudaokou Subway Station. 4,5,6 /F in the shopping mall. Several restaurants.

Donglaishun Beijing Hotpot; Yunnan Flavor rice noodle; Grandma's kitchen (steaks and other west food); Spicy food.

# Abstracts



清華大學  
Tsinghua University



香港城市大學  
City University of Hong Kong

# Plenary Abstracts

BYRNES

## ***Systemic Functional Linguistics in the Round: Imagining FL Education for a Global World***

**Presenter:** Heidi BYRNES

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**Abstract:** As repeatedly noted, systemic functional linguistics is unique as a theory of language for its interest in receiving inspiration from societal “problems” to be solved, from “questions” being asked, and from the “demands” this raises for society and theory construction. In that sense it is indifferent to the distinction between theoretical linguistics and applied linguistics, and might even be portrayed as favoring the “applicable” or “applicable” side (Halliday, 2009). By comparison and quite curiously, applied linguistics itself has been ambivalent in its position, part of its drive toward disciplinary recognition. Accordingly, Bygate (2004) highlights two major challenges for the field: (1) identifying and studying issues held to be problems by those outside the academy; and (2) clarifying the nature of the contributions of research to those real world problems.

This presentation will explore how major constructs and insights of SFL can help meet that challenge for applied linguistics by contributing to some of the most pressing issues in foreign language (FL) teaching and learning. In a world of globalized communication, a world that is also a world of extraordinary migrations, engaging SFL in order to meet the challenges of FL education seems well motivated because of SFL’s long-standing and fruitful engagement with educational matters. At the same time, as in previous encounters, one can expect SFL constructs and insights to be expanded as problems, questions, and demands that are particular to FL educational environments are being addressed.

My presentation will highlight four pressing areas:

- (1) The need to find ways of assuring the simultaneous development of an FL cultural literacy in terms of “cultural content” and the learning of an FL. This is both a substantive issue of linking knowing and languaging and an issue of efficiency of language learning to advanced levels of FL literacy.
- (2) The need to develop a principled way of imagining a curricular progression that

achieves such development in a way that is generalizable across instructional settings. This is an issue of expanding learners' meaning-making potential within the resources made available by the language while also recognizing the particularities of an educational context.

(3) The need to be accountable to the "community of reference", namely the educators in a particular program, the majority of whom are committed teachers but not linguists. This is an issue of translating SFL insights into educative decision-making, particularly in the areas of curriculum construction, pedagogical decision-making, and materials development.

(4) The need to be accountable to the education community, to learners, to the public, and to the research community. I will exemplify one approach to accountability through data that trace the evolving capacity to deploy grammatical metaphor, a key aspect of developing literate forms of language use.

## HALLIDAY

### ***Some Thoughts on Choice***

**Presenter:** Michael HALLIDAY

**Affiliation:** The Hong Kong Polytechnic University

**Abstract:** All human activity is based on choice: choosing among options within the total space of what is possible. Choice in meaning ----semiotic choice----is a major component of choice in human life; a linguistic theory seeks to represent and explain at least that part of it which is manifested as choice in language (semantic choice). This does not mean predicting what this or that individual will choose to mean at some particular moment in space-time; that is a very different kind of concern. It means asking (1) what is the range of options available under a given set of conditions, including the probabilities of choice across the given population; and (2) what are the implications of choosing one option rather than another. The second of these questions also involves the listener: given the speaker's choice, what are the implications of choosing one interpretation rather than another? And this in turn defines the question for linguists: we ask, not so much "is this choice grammatical or ungrammatical?", "is this interpretation right or wrong?", but rather "what are the implications of regarding this choice as meaningful and interpreting it in this way or in that?". To do this we try to **pinpoint** the choice, locating it in its address within the total meaning space defined by the architecture of a language. The challenge for systemic functional linguistics? First, take the system networks seriously, as a tool for the

representation of choice; and secondly, refine them in delicacy, and strengthen their theoretical force.

HUANG

***Different Ways of Meaning and Different Ways of Translating***

**Presenter:** Guowen HUANG

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**Abstract:** In translation practice a particular meaning encoded in one language (i.e. the Source Language) can often be translated into more than one linguistic form in another language (i.e. the Target Language). In translation studies, the dichotomy of “domestication” and “foreignization” (Venuti 1995) is regarded as useful in explaining different translation strategies and they are often used to explain and evaluate translation activities, especially when cultural factors are involved. However, there are instances in which the different ways of expression are not related with the dichotomy of “domestication” and “foreignization” because these different ways are either examples of pure “domestication” or those of pure “foreignization”. For example, the Chinese clause complex “总统尚未到达，囚犯已被处死。”(zongtong shangwei daoda, qiufan yi bei chu si) can be translated into either (a) “The prisoner was executed before the president arrived” or (b) “The execution of the prisoner preceded the president’s arrival” (taken from Su 2006 : 41). In this example, the difference between the two has nothing to do with “domestication” and “foreignization”; rather, in systemic functional terms, (a) is the Doric and (b) is the Attic (Halliday 1999).

The aim of this paper is to investigate different ways of translating a particular meaning from the perspective of grammatical metaphor in systemic functional linguistics. Following Halliday (1985, 1994), we will first of all distinguish between lexical metaphor and grammatical metaphor, arguing that lexical metaphor is a variation in the use of words (i.e. the way a word is used) while grammatical metaphor is a variation in the expression of meanings (i.e. the way the meaning is expressed). This will be followed by the distinction between “congruent” and “metaphorical” forms in that the former refers to typical ways of saying things, or typical patterns of wording whereas the latter to the expression of a meaning through a lexico-grammatical form which originally evolved to express a different kind of meaning (Thompson 1996). In talking about grammatical metaphor, what are to be compared are “grammatical configurations” (Taverniers 2003). Different types of



grammatical configurations can be compared as expressions of the same meaning. Thus, as Taverniers (2003: 7) points out, “there is ... a scale of congruency: some expressions are typical realizations of the given meaning, and are defined as congruent; others are more or less congruent, as compared to the congruent relation(s)”. When we are comparing two or more grammatical configurations of a given meaning, we are in fact comparing different realizations of the same meaning. In terms of the relationship between the different grammatical configurations, Halliday (1994) argues that “this is not to say that the congruent realization is better, or that it is more frequent, or even that it functions as a norm; there are many instances where a metaphorical representation has become the norm, and this is in fact a natural process of linguistic change.” Thus, a wording is more or less metaphorical or congruent in relation to a different way of expressing the meaning. Seen in this way, metaphorical and congruent forms are simply different ways of doing different jobs.

In investigating different ways of translating a particular meaning from the Source Language to the Target Language, the idea of grammatical metaphor can be fully exploited to determine why one grammatical configuration is chosen and what communicative effect it has. This has to do with what Matthiessen (2001) calls “the environments of translation” where “translation equivalence” and “translation shift” are regarded as “two opposite poles on a cline of difference between languages” (Matthiessen 2001). As Halliday (2009) interprets, the environments of translation are defined, in systemic functional terms, by stratification, instantiation, rank, metafunction, delicacy and axis.

In this paper we will illustrate how the idea of grammatical metaphor can be fully exploited and exemplified in the study of translation between English and Chinese, especially in the evaluation of translation products. The implication of the present study is that systemic functional linguistics, as an applicable linguistic theory, should be fully explored in areas such as translation studies, apart from other subject areas.

**Key terms:** translation, grammatical metaphor, grammatical configuration, environment of translation

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LIU

### ***Systemic Functional Stylistics: Past, Present and the Future***

**Presenter:** Shisheng LIU

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**Abstract:** According to Halliday's seminal monograph, *Language as a Social Semiotic* (1978), stylistics is one of the three important parts that are closely related to the ontological system of language. When people relate themselves in society, i.e., they use language to do group work, we have sociolinguistics. When people relate themselves to the mind, i.e., how does the individual mind works in language, we have psycholinguistics. When people relate themselves to literature, i.e., how do they enjoy the spiritual life, we have stylistics.

This paper attempts to outline the development of systemic functional stylistics. It mainly includes four parts:

Systemic functional stylistics in the beginning had the purpose of verifying the apparatus of systemic functional linguistics. The fundamental work was Halliday's 1971 analysis of William Golding's *The Inheritors*. "The immediate thesis and the underlying theme come together in the syntax; the choice of subject matter is motivated by the deeper meaning, and the transitivity patterns realize both." (Halliday 1971: 347) The result and impact of his research were profound. Birch and O'Toole's 1988 collection *Functions of Style* was a very good example.

Systemic functional stylistics in the present has the purpose of modifying the apparatus of systemic functional linguistics. The first attempt was Black's 1993 article "Metaphor, simile and cognition in Golding's *The Inheritors*". Liu's 1994 dissertation *Studies of Systemic Functional Stylistics*, 1998 monograph *Outlines of Western Stylistics* and 2006 article "A Cognitive Revisit to *The Inheritors*" were of this type.

Systemic functional stylistics in the future will have the purpose of applying systemic functional linguistics to solve practical problems in real life. Critical Discourse Analysis (CDA) and Positive Discourse Analysis (PDA) are of this type. Butt et al's Colloquium at this congress, entitled "Challenges for stylistic method: From literary enquiry to mental health treatments: when two methods are at one", is a very good example. Martin's appraisal system offers a good apparatus in this respect. When we analyze a discourse, we can approach its attitude (affect, judgment, appreciation), engagement (monogloss, heterogloss) and/or graduation (force, focus). Liu's 2008 article "Meaning and Style: Towards an Applicable Rhetoric" is another example in this area.

Finally, we will briefly outline the stylistic methods from other areas to indicate that they are complementary to systemic functional stylistics. All of them will combine to produce multi-disciplinary methods in stylistics which will consolidate the notion of language as social semiotic.

## MARTIN

### ***Realisation, Instantiation and Individuation; Some Thoughts on Identity in Youth Justice Conferencing***

**Presenter:** James MARTIN

**Affiliation:** University of Sydney

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**Abstract:** In this paper I explore aspects of the interplay of three complementary hierarchies, realisation, instantiation and individuation, in New South Wales (Australia) Youth Justice Conferences (YJC). These conferences are meetings of young offenders and their victims, in the presence of a mediator and support people, to determine the punishment for a crime. In particular I am interested in the question of identity as far as adolescent offenders are concerned - how identity is manifested in the youth justice conferencing macro-genre, and how this manifestation relates to folk-construals of youth identity in popular culture and research-based characterisations of adolescent speech. At stake here is the question of how as social semioticians we begin to claw out a toe-hold on the individuation hierarchy, by way of enabling prospective research.

**Key terms:** realisation, instantiation, individuation, identity, youth justice conferencing

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## MATTHIESSEN

### ***ADA — Applicable Discourse Analysis: The Systemic Functional Potential for Discourse Analysis***

**Presenter:** Christian M.I.M. Matthiessen

**Affiliation:** Department of English, PolySystemic Research Group, Faculty of Humanities, PolyU

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**Abstract:** Systemic Functional Linguistics (SFL) can be characterized as a type of **applicable linguistics** (see Halliday, 2007) — an approach to the study of language that is grounded in data and empowered by theory that is in constant dialogue with application. Like any other type of applicable linguistics, SFL has the **potential to be applied**; this potential may or may not have been taken up in a given context, but the potential for application is part of the “architecture” of SFL. As a special case of applicable linguistics, we can speak of **applicable discourse analysis** (ADA) — the potential to apply discourse analysis in different contexts of research and development.

In this talk, I will discuss the features of ADA, exploring its potential and identifying challenges we face in increasing its applicability. I will locate analysis in relation to the other major theoretical processes we undertake as part of doing linguistics, including the processes of description, comparison, and theorization. Exploring discourse analysis as a problem solving activity designed to address problems internal or external to the community of linguistics, I will survey the different specialized forms of discourse analysis

such as Critical Discourse Analysis, Positive Discourse Analysis, Professional Discourse Analysis, Conversation Analysis, and Multimodal Discourse Analysis, and I will indicate how they relate to ADA.

I will also distinguish between discourse analysis where discourse is treated as artefact and analysis where it is treated as specimen, and explore the methodological issues related to the question of the size of the sample of discourse to be analysed and to the complementarity between manual and automated analysis. This leads naturally to the question of what constitutes comprehensive discourse analysis, and of what the criteria for selective analysis are.

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## **PAINTER**

### ***Children's Picture Books: Modelling Affordances and Instantiating Meaning Across Verbiage And Image***

**Presenter:** Clare PAINTER

**Affiliation:** University of Sydney & University of New South Wales

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**Abstract:** One of the continuing challenges for SF theory is to provide manageable tools for the analysis of discourse that includes non-linguistic forms of semiosis such as images. This paper draws on collaborative work with J.R. Martin and Len Unsworth to focus on such discourse in the form of children's narrative picture books, a kind of visual-verbal text with particular interest for its pedagogical role in apprenticing children into literacy and literature. The paper aims to provide a framework for their analysis, drawing on Kress and van Leeuwen's (2006) seminal work on visual grammar, but considerably extending and adapting it for this particular literary form (see Painter 2007, 2008, Painter *et al* forthcoming). The framework takes account of the affordances of image and language in terms of complementarities and correspondences between the two semiotic systems within each metafunction. Analysis can then consider the extent to which 'parallel' verbal and visual meaning choices are convergently or divergently 'committed' in the process of instantiation (Martin 2008). These ideas are explained in relation to examples from highly regarded picture books in English, ranging from pre-schooler texts dominated by images to primary-age texts where language plays a

more significant role. Analysis of example texts will show some of the ways converging and diverging commitment of resources across language and image sustains the thematic concerns of a text in a way that provides scaffolding for inexperienced readers.

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## **SHEN**

### ***“Virus” and “Noun”— On Nouns and Verbs in Chinese and English***

**Presenter:** Jiaxuan SHEN

**Affiliation:** Chinese Academy of Social Sciences

**Abstract:** Just like “virus” in computer science, “noun” in grammar is a metaphorical expression using a concrete concept to express or understand an abstract one. “Noun” is in fact a dual metaphor. First, people use a pragmatic concept “name” to express or understand a syntactic one “noun”. Second, nouns designating persons and objects are used to designate events and activities in ontological metaphors. Metaphors can be divided into two kinds, realizational and constitutional. Realizational metaphors are used to help us explain or realize abstract concepts. In constitutional metaphors a concrete concept itself constitutes the abstract one which cannot be expressed or understood without the former. “Virus” is a realizational metaphor to computer scientists but a constitutional one to ordinary people. Similarly, the dual metaphor of “noun” is realizational to native English speakers, but constitutional to their Chinese counterparts.

The conclusion is that while nouns and verbs are two separate categories in English, an inclusional relation holds in their Chinese counterparts, that is, in Chinese nouns constitute a super-noun category which includes a sub-category of verbs.

## VENTOLA

### ***Systemic Functional Linguistics and Cyperspace***

**Presenter:** Eija VENTOLA

**Affiliation:** University of Helsinki

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**Abstract:** This paper analyses the nature of the SFL presence in Cyperspace. It looks at the kind of information that exists on SFL in Internet, what kind of SFL teaching/learning possibilities are carried out in Cyperspace, how people are utilising its possibilities for interconnecting and working together, conferencing together. The discussion leads us to the question of unification of teaching and research globally, to meet the challenges, possibilities and responsibilities to and of SFL in the 21<sup>st</sup> century in Cyperspace. Is a Global Virtual Systemic-Functional 'University' a possibility? It is five years ago since it was suggested by speaker in ISFC in Japan ... Is it worthwhile and are we any closer to realising it now?

**Key terms:** systemic functional linguistics, cyperspace, internet

# Colloquia Abstracts

## O'HALLORAN COLLOQUIUM

### *Multimodal Analysis: Technology, Theory and Practice*

**Presenter:** Kay O'HALLORAN, Kevin JUDD, Alexey PODLASOV, Bradley SMITH, Sabine TAN, Yu LIU, Fei LIM, Boon Liang LOH, Marissa E, Yiqiong ZHANG, Dezheng FENG

**Affiliation:** Multimodal Analysis Lab, Interactive Digital Media Institute, National University of Singapore

**Abstract:** The twentieth century was unquestionably a time of rapid change and growth in the practice and study of multimodal discourse. The increasingly powerful resources, both technological and theoretical, developed over recent decades for analyzing multimodal communication have not only led to rapid progress in this field of study, but also offered challenges as a result of the availability of these new resources (e.g. Halliday & Greaves 2008; Bateman 2008; O'Halloran 2008; Rohlfing et al. 2006). In this colloquium the team of researchers working at the Multimodal Analysis Lab, Interactive and Digital Media Institute, National University of Singapore<sup>1</sup>, present three different but related perspectives on the systemic functional study of multimodal discourse, arising out of our engagement in the development of technological and theoretical resources for the study of multimodal discourse and their application to research and teaching tasks.

Firstly, we present an introduction to and progress report on the development of technological (software) resources for the annotation, analysis and visualisation of multimodal phenomena. These resources support the study of complex inter-semiotic and inter-modal phenomena via digital interfaces and manual and semi-automated techniques for their exploration and analysis. Following O'Halloran (2008), we view such interactive digital resources as multimodal social semiotic technologies: that is, these technological resources provide common platforms for the representation and study of multiple semiotic and meta-semiotic resources (e.g. language, visual imagery, gesture, movement, music, sound etc, and their analyses) as they combine and unfold in new and innovative ways. The development of such technical resources thus involves issues of theory, modelling, methodology and the application of these (O'Halloran et al. 2009). The next presentation discusses theoretical issues arising in the design of and assignment of functionalities to the software interface. The subsequent presentations are concerned with multimodal



discourse studies within the contexts of particular themes and research projects, further developing perspectives on issues arising from the application and development of multimodal systemic functional theory and practice.

For further information, please see <http://multimodal-analysis-lab.org/>

**Key terms:** Systemic Functional Theory, multimodal discourse analysis, technology, theory, software

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## Presentation 1

### **Technology**

**Presenter:** Kay O'HALLORAN, Kevin JUDD, Alexey PODLASOV

**Abstract:** The aim of this presentation is to provide an overview of the colloquium, and to introduce the technological resources currently under development in the Multimodal Analysis Lab, Interactive Digital Media Institute (IDMI) at the National University of Singapore.

Social scientists and computer scientists are working together to develop prototype software for modelling, analyzing, storing and retrieving meaning from images, video texts and interactive digital sites constructed through the use of multiple semiotic resources (e.g. language, visual imagery, gesture, movement, music, sound, three-dimensional objects and so forth). The specific objectives of the research project are:

1) To develop software for the multimodal analysis of images, video texts, interactive digital sites, print and digital learning materials, and classroom activities;

- 2) To investigate the integrative dynamics of complex meaning-making practices;
- 3) To examine the relative affordances and simultaneous constraints of different forms of technology.

The interface design and functions of the software will be explained and demonstrated in the first session of the colloquium, and conference participants will have the opportunity to ask questions about the functionalities of the software (which is still under development). The multimodal analysis software will advance social science research through the development of specially designed tools and digital platforms to dynamically model and analyse meaning in multimodal discourse. The research will advance existing computer science research in multimedia analysis, which tends to depend on low-level feature information within specific domains of activity. In addition, the research project will advance understanding of the relations between technology and patterns of thinking because interactive digital media technology is multimodal social semiotic technology which impacts on our ability to create and interpret meaning.

Funding for the research project was awarded by Media Development Authority (MDA) Singapore under the 1st Interactive Digital Media Research and Development (IDM R&D) Grant Call Project Number: NRF2007IDM-IDM002-066

Project Title: Events in the World: Developing & Using Interactive Digital Media for Multimodal Discourse Analysis (MDA)

**Key terms:** technology, social science, software

## Presentation 2

### ***Theory and the Design of Digital Interfaces for the Analysis of Multimodal Text***

**Presenter:** Bradley SMITH, Sabine TAN

**Abstract:** Our presentation discusses theoretical and design challenges faced by our team in creating interfaces for modelling (representing/visualising), analyzing, and retrieving meaning from multimodal data, especially in terms of the potential use of the software across a variety of academic disciplines and theoretical traditions.

Our basic premise is that just as interactive digital technology is multimodal social semiotic technology, so too the development of such interfaces and their functionalities for the study of multimodal phenomena are in fact exercises in theoretical modelling.

We emphasise the plural of the word 'interface' in the title because we wish to make the point that such design tasks are an opportunity to experiment with different models of

different theories: digital interface design is a resource for construing and exploring theory and its modelling. We have taken account of this in designing a software tool that can to some extent be reconfigured for different tasks and using different theoretical models.

SF theory forms the underpinning basis for this flexibility: the dimensions of SF theory and its models (cf. Halliday & Matthiessen 2004, for example) provide the 'map' whereby users can negotiate their way through and coordinate their multiple analyses (Butt & O'Toole 2003; Matthiessen 2007), in a way that remains sensitive to differing perspectives within and across different dimensions – such as metafunction, stratification, instantiation, rank etc – and theories and models.

In our presentation we will briefly introduce one proposal for an analytical interface configuration designed specifically for the exploration and analysis of one particular type of text, and compare this with: an alternative proposal based on another theoretical perspective; another interface configuration design for a different type of text. One point for discussion is the demands, constraints and affordances different configurations enable/impose, and the extent to which the use of such technological resources is a help or hindrance to the development of multimodal discourse theory.

**Key terms:** technology, theoretical modelling, software interface design

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## Presentation 3

### ***Multimodal Literacy: Rethinking Teaching & Learning***

**Presenter:** Yu LIU, Fei LIM

**Abstract:** This session explores the multimodal nature of school teaching and learning with a Systemic Functional Multimodal Discourse Analysis approach (O'Halloran 2007; Unsworth 2008) and contributes to a useful meta-language to improve literacy practices.

While Lemke (1998) points out that different semiotic resources co-deployed in academic communication not only afford specific meaning respectively but also modulate each other to produce semantic expansions larger than the sum of those resources, there is a lack of research to make explicit the actual methods of analysis of such expansions, especially to clearly explain the multiplicative nature (Jones 2007). The current study suggests a tentative answer to this question with an examination of different multimodal genres.

The first part of discussion selects data from secondary school chemistry textbooks. Based on the pioneering research of Halliday (1994) and O'Halloran (2005), the research investigates intra-semiosis of chemical symbolism, which manages to construe sub-microscopic and topological meanings through specialized lexicogrammatic strategies such as the Reactive process and graphology not possible with language. Also, the micro-genre of Explanatory Equation is examined to reveal how meaning expansions are achieved across different modes through semantic mechanisms such as Semiotic Adoption (O'Halloran 2007).

The second part of the session explores the teacher-students interactions in the English classroom, focusing on the functional affordances and functional loads (Kress 2003) of the semiotic resources deployed by the teacher. It also addresses the contributions and applications of systemic-functional multimodal discourse analysis to classroom research. In addition, it also considers how Halliday's theorisation of tri-metafunctionality can offer a viable perspective to understand the intersemiosis in the co-deployment of the various semiotic resources in pedagogic semiosis.

**Key terms:** multimodal literacy, intra-semiosis; intersemiosis, semantic expansions

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## Presentation 4

### ***Modelling Dynamics in Text and Multimodal Media***

**Presenter:** **Presenters:** Boon Liang LOH, Marissa E

**Abstract:** This project represents a first attempt to mathematicise Systemic Functional data to produce models and visualisations to capture the meaning-making dynamics of textual and multimodal discourse. Our goal is to develop means of describing, understanding and forecasting processes of socio-cultural evolution.

Language and society are fundamentally dynamic, being the result of ongoing complex interactions between entities on multiple scales. Texts can be regarded as particular instantiations of language or micro-scale snapshots of complex evolving trends in societies and cultures. The relationship between semiotics and complex dynamic systems has been theorized (Lemke 2000).

The metafunctional principle (Halliday 1978) provides an integrating platform for describing how resources in various modalities - textual, visual, auditory, somatic - work together to create meaning and fulfill social objectives (O'Halloran 2008). At present, comprehensive systemic functional grammars exist for English language and useful descriptive frameworks for visual images, sound and music are available. Some challenges include modelling more effectively semiotic resources other than language, and mapping the metafunctional orchestration of meaning to achieve accurate descriptions of emerging trends and patterns.

A technology-based approach is adopted, making use of computer software (O'Halloran 2003), internet tools and mathematical methods to facilitate data collection, analysis and interpretation. Preexisting linguistic frameworks for analyzing discourse (Halliday 2004, Martin & Rose 2007) are applied to specific texts to derive phenomenological models. The methodology will be extended to cover multimodal phenomena. We will also explore the extent to which Dynamical Systems Theory, a major mathematical theory which has been successful in the description of physical and biological phenomena, can be used to interpret our results. Within this framework, important questions are whether socio-cultural trends display tendencies to converge towards certain stable states, and whether there

are divergent trends that can be attributed to centers of disruption.

**Key terms:** socio-cultural evolution, Dynamical Systems Theory, metafunction, visualisation

**References:**

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## Presentation 5

### ***Approaches to Multimodal Discourse Study***

**Presenter: Presenters:** Feng Dezheng, Zhang Yiqiong

**Abstract:** This session adopts two different perspectives on the study of multimodal phenomena: a cognitive approach is used to extend the application of Systemic Functional Linguistics to the study of multimodal discourse analysis; and a cross-cultural perspective is used for interpretations of multimodal representation practices.

SFL has been extended productively in multimodal discourse studies. Furthermore, and as part of this extension, researchers have drawn upon different perspectives and approaches to enrich its application and yield a wider range of interpretations: for example, cognitive theories (e.g. Fawcett 1980), and cross-cultural approaches (e.g. Martinec, 2003).

The first part of this presentation attempts to establish the epistemological status of the descriptive visual grammar of Kress & van Leeuwen (1996) by using Conceptual Metaphor Theory (cf. Lakoff & Johnson 1980), and to uncover the ideological interests

and meanings implicit in spatial orientations. We argue that the correspondence between semiotic values, such as information value and power relations, and visual resources, such as layout and camera positioning, are metaphorical mappings based on human experience. As discourse strategies, layout organizes information into a coherent whole and manipulates viewers' focus of attention; camera positioning adjusts the image-viewer symbolic social relations to construct the intended reading position.

The second part of our presentation involves a multimodal comparison of the homepage of Tsinghua University and that of National University of Singapore to explore cultural dimensions of social semiotic choices in hypertextual settings. By examining semiotic choices in both reading and navigating mode, it is found that Tsinghua University constructs its identity on the homepage as a distanced territorial institute, while National University of Singapore a welcoming global community. The reasons of semiotic choices will be given from the perspectives of high context versus low context culture (Hall, 1976), wall culture versus open culture, and the universities' involvement in 'marketization'.

**Key terms:** visual grammar, conceptual metaphor theory, semiotic choices, cross-cultural studies

**References:**

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## Presentation 6

### ***Digital Media and Multimodal Studies***

#### ***Presenters: Roundtable discussion between audience and presenters***

**Abstract:** Provide a forum for the audience to discuss the role of digital media in multimodal studies

## FAN COLLOQUIUM

### ***On the Interpersonal Meanings of Teacher-student Interaction in EFL Classroom Discourse***

**Presenter:** Wenfang FAN

**Affiliation:** Tsinghua University, China

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**Abstract:** Under the systemic-functional theoretical framework, the clause is organized as an interactive event involving speaker and audience. In the act of speaking, the speaker adopts for himself a particular speech role, and in so doing assigns to the listener a complementary role which he wishes him to adopt in his turn. For example, in asking a question, a speaker is taking on the role of seeker of information and requiring the listener to take on the role of supplier of the information.

According to the Birmingham model of the structure of discourse in school classrooms of native speakers, the regular pattern of interaction between the teacher and the students is TPT: (1) the teacher asks something, (2) a pupil answers and (3) the teacher acknowledges the answer and comments on it. The pattern of (1), (2) and (3) is then repeated.

This paper studies the structure of classroom discourse at different levels of EFL classrooms in the Chinese context. Our data from video taps of the classroom teaching at the elementary, middle school, high school and tertiary levels show that the Chinese teachers of English often follow a different pattern in their teaching: they often omit the third move, i.e. the teacher acknowledges the answer and comments. Based on our analysis of the teaching, we found that this omission leads to serious negative interpersonal conflicts between the teacher and the students. Finally, we suggested a model of the structure of classroom discourse in the Chinese context.

## LV

### ***A Comparative Study of the Three Versions of the National Curriculum for College English***

**Presenter:** Zhongshe LV

**Affiliation:** Tsinghua University Beijing, China

**Abstract:** This paper intends to find out the improvement of College English teaching in China by a close study of the three versions of the National Curriculum for College English (1985/86, 1999, 2007), which compares the character and objectives; language skill requirements, teaching models, evaluation as well as appendixes. The revising of the



National Curriculum has been seen as the most important event in the development of college English, which is due to the fact that education in China is highly centralised. It is this centralisation that highlights the objectives, the contents and the function of the national curriculum for College English.

Until recently, much of the literature on language curriculum has concentrated on issues of curriculum design, methodology, and materials (Yalden 1987, Nunan, 1988). Applied linguists and second language teachers have begun to recognize that second language curriculum development consists of far more than merely deciding what to teach and how to teach it. Recent literature has given prominence to the complex and interdependent relationship of the elements, which comprise of curriculum jigsaw: policy, planning, implementation, assessment and evaluation, resource and management (Nunan, 1990). In Chinese context, the term curriculum has been used to refer to contents, objectives, instructions, methodology, evaluation, and learning experience, the totality of content to be taught and aims to be realized within one educational system. From the analysis it is not difficult for us to see that College English used to emphasize more on structure in the early 1980's. After 1985, things changed from one extreme to another. Priority was given to fluency. As a result students understood main ideas but not the details while reading. The 1999 curriculum improved in balancing form and meaning, while the 2007 curriculum has made changes in teaching philosophy, teaching models and evaluation with an emphasis on developing students' effective communication skills to use English in a well-rounded way.

Jl

### ***Chinese Influence on EFL Learners' English Writing***

**Presenter:** Kangli Jl

**Affiliation:** Tsinghua University, China

**Email:** jikangli@tsinghua.edu.cn, jikangli@yahoo.com

**Abstract:** Half a century has passed since Kaplan (1966) initiated the inquiry into contrastive rhetoric, in which he claimed oriental learners display a circular pattern in English paragraph writing. Little research has been conducted since then investigating how Chinese writers of English are influenced by their mother tongue. Some studies showed the influence of *ba gu wen* (八股文) and *qi-cheng-zhuan-he* (起承转合) on the English essays of Chinese students (Kaplan 1972, Scollon 1991, Liu 1989, Cheng 1985, cited in Kirkpatrick 1997). But others indicated no influence of such kinds (Mohan & Lo

1985, Kirkpatrick 1997) because contemporary Chinese students are taught to write in a linear way and the mistakes made are those commonly encountered by any learners.

This study intends to explore whether Chinese thought pattern reflected in classical and early modern writings still exerts an influence on contemporary Chinese learners of English. If such influence exists, how should Chinese teachers of English treat their own culture? Is it necessary for the teachers to remind the learners that the English thought pattern is only an addition to our own way of thinking, rather than something superior to the latter (Kubota & Lehner 2004)?

An analysis of twenty-six English essays of Chinese university learners for rhetorical structures and linguistic features demonstrated nine display a Chinese way of thinking: a delayed thesis, digressive discussions, and an absence of cohesive ties. A follow-up interview was carried out for each of the nine student writers, ranging from 10-20 minutes, addressing if their English writing was influenced by the Chinese thought pattern. Finally, a questionnaire was distributed to the twenty-six students, cross-checking the results obtained from the individual interview.

The findings showed that some Chinese EFL learners are still culturally influenced when writing in English. These influences mainly derive from the readings during the middle- and secondary-schooling. For instance, among the twenty one required Chinese readings for grade nine students, six are classical works by Sima Qian, Tao Yuanming, Wu Jun, Liu Zongyuan, Fan Zhongyan, and Ouyang Xiu. Eight are narratives or short stories. Another eight belong to persuasive writing. Most participants think their writings are influenced by the Chinese thought pattern. But few worry that learning of English writing conventions could have a negative impact on their traditional thinking.

The paper argues that Chinese teachers of English should make it clear to their students that English writing conventions characterized by “linear, direct, deductive, and logical” are by no means better than that of Chinese conventions. People from different cultures think differently and there is no “good” or “bad” about a particular thought pattern.

**Key terms:** Chinese influence, EFL Writing

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## WANG

### ***A Systemic-Functional Perspective on Development of Chinese Children English Learning and Assessment—with Reference to “Tsinghua Children English”***

**Presenter:** Linxiao WANG

**Affiliation:** Tsinghua University, China,

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**Abstract:** This paper investigates how the systemic-functional approach can be applied to learning and assessment for EFL learners, especially for Chinese Children. The realm of language development of children has always been proved to be significant in the study of language. The SFL approach, which has been introduced and applied to

language teaching and pedagogy, is a focal way to appropriately and effectively help Chinese children master English as a second language. In this paper, on the basis of the case study of Tsinghua Children English (TCE) program (An English learning program designed for Chinese young learners aged from five to sixteen. The program is equipped with independent textbook and relevant testing system to focus on the enhancement of learners' language communication and application skills), it mainly analyses the strengths and weaknesses of the textbook specially designed for TCE learners from a SFL aspect. The paper also discusses issues related to the application of SFL on the design and development of language assessment, with reference to Tsinghua Children's English Proficiency Test. The conclusion of this paper illustrates the extent to which SFL should applied to EFL learning and assessment for Chinese young learners.

**Key terms:** Systemic-Functional Linguistics, language teaching and assessment, Tsinghua children English program

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## ZHANG

### ***College English Curriculum Development and Talents Cultivation at the Tertiary Level: A Systemic-Functional Perspective***

**Presenter:** Wenxia ZHANG

**Affiliation:** Tsinghua University, China

**Abstract:** The newly issued College English Curriculum Requirements (2007) calls for reform on the curriculum design and development at institutional level. By adopting the Systemic-Functional Linguistic approach, this paper aims to investigate how the design and development of College English Curriculum can better nurture the needs of talents cultivation. The existing College English Curriculum at a tertiary institution in mainland China will be introduced in terms of its teaching objectives, course design, teaching model, teaching materials, evaluation and administration. Then issues concerning the curriculum design and development will be addressed from the SFL perspective. A tentative talents cultivation-oriented curriculum framework will be proposed and suggestions and implications for College English teaching policy-makers and administrators as well as teachers will be discussed. Hopefully the introduction and

discussion of the application of SFL approach to College English Curriculum will shed some light on our better understanding of the social commitment of the curriculum in the present mainland China context and further promoting the talents cultivation at a tertiary level.

**Key terms:** college English curriculum requirements, Systemic-Functional Linguistic approach, talents cultivation, tertiary level

## BUTT COLLOQUIUM

### ***Challenges for Stylistic Method- From Literary Enquiry to Mental Health Treatments: When Two Methods Are at One.***

**Presenter:** David BUTT

**Affiliation:** Faculty of Human Sciences, Macquarie University

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**Abstract:** Using data, analysis, evidence, and interpretation from four psychiatric /psychotherapeutic projects and from four different literary studies, we will set out how the opportunities and problems of stylistic method have been approached in our work at the Centre for Language in Social Life (Macquarie University).

We show how our approach comes out of the traditions of Systemic Functional Linguistics—especially the stylistic theory articulated by Hasan—and how we seek to apply that tradition to challenges that arise in the linguistics and semiotics of cultural systems (including health care; legal process; and news media).

In most contexts of literary debate—all those debates concerned with interpretations—the analyst has to argue from consistencies or patterns in the focal text, along with the penumbra of meanings brought in from the social contexts in which a work is created and from these contexts in which the work is received.

In many contexts of mental health—for example, in the diagnosis and treatments of depression, schizophrenia and borderline personality disorder—a psychiatrist has to make use of the meanings expressed and reported by the patient in order to arrive at professional judgements about, for instance, the classification of the disorder, the therapeutic and pharmacological options, the possible 'dangers' to the patient and wider public, and the legal implications of the patient's states of mind (including 'scheduling' or community treatment orders...). The burden of professional action depends on the semantic construal of the personality, on the meaning of patterns of behaviour.

In both these contexts of enquiry—in literary interpretation and in mental health diagnosis and treatment—one has to present evidence based on some comparisons of meaning.

Arguments need to be developed as if for a “virtual” (heuristic) court of experts (and sometimes for a literal court, or a panel of adjudication). The psychiatrist, particularly one working within the “Conversational Model” or one of its cognate theories, has to create an argument which meets the professional guidelines (eg DSM IV codes) and which satisfies herself, colleagues, and patient. Similarly, in stylistics, one has to make a case which revises established accounts and anticipates future objections. Both the psychiatrist and the literary scholar are working from meaning to meaning, seeking an intricate form of semantic commensurability.

In this workshop we ask then:

How then are such semantic issues argued? Our answer, in essence, is that one proceeds through the same complementarity between interpretation and evidence which is the basis of all rational enquiry. The notion of evidence further implicates two other (potentially prior) concepts: data and analysis. The data only become forms of evidence after they have been reconstrued through methods of analysis. And such methods need to be selected for their relevance to the goals of enquiry.

Stylistics can be modelled in this quadrilateral of steps:

Data ↔ Analysis ↓ Interpretation ↔ Evidence

The arrows are bi-directional since each of these four corners (each of the steps) can become a setting off point for stylistic action, action in either of two directions: viz. with an interpretative problem, we may turn directly to data at hand to test our ideas; or our conception of evidence may push us to develop new tools for analysis; a particular text (a datum or ‘object’ of analysis) may require that we rethink what counts as evidence (but via what we can do through analysis).

Yet, this quadrilateral fails to foreground those aspects of stylistics which most perturb specialists evaluating textual evidence, whether in psychiatry or literary studies. These aspects are the supposed subjectivity and indeterminacy of semantic units. These concerns can be expressed in a number of questions:

- a) How can an account of meaning be made rigorous? How can meanings be stated and compared across a single text and across texts and genres?
- b) To what extent must a generalization about text and style depend on quantification? And, if quantification is crucial, what scale of analysis is required to make a case?
- c) What relevance does a consistency of style have in any case to the problems of a specialist, whether in the fields mentioned or in others (viz. forensic linguistics; management studies; media studies or general accounts of registers)?

It may be that, ultimately, the stylistics of literary enquiry is not altogether like interpretation in matters of mental health and human consciousness. Yet, crucial terms—especially “consistency of foregrounding”; “motivated selection”, and “dominant” —will prove to be fertile for 21st Century discussions of all the semantic products of the mind.

**Key terms:** Stylistics, mental health, psychotherapy, literary studies, realizational system, interdisciplinary method

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## TERUYA COLLOQUIUM

### *Projection around the World 2*

**Presenter:** Christian MATTHIESSEN (introduction on projection), Kazuhiro TERUYA (Japanese, convener), M.A.K. HALLIDAY (Chinese), Pattama PATPONG (Thai),

**Affiliation:** Hong Kong Polytechnic University, PRC/ Hong Kong Polytechnic University, PRC/ Mahidol University, Thailand

**Abstract:** The aim of our colloquium is to present and promote our ongoing multilingual work on SFL language description and language typology. Following our last year's colloquium presentation at ISFC in Sydney, which covered languages such as Bajjika, Ancient Greek, Japanese, Oko, Thai and German, we will further expand the work on the general semantic motif of projection. This year's colloquium will study languages such as Thai, English and Japanese but also Chinese, which was not presented as part of our colloquium in 2008. We will also make some reference to other languages so as to present language-specific characteristics of projection in terms of metafunction and in terms of rank across these languages.

The colloquium will continue and further expand on a range of research carried out on a number of languages by the members and their associates of the Systemic Typology Group (STG), an international research network of linguists who are interested in systemic functional multilingual studies and working on different languages systemic functionally.

The inception of STG goes back to the workshop given by its members at EISFW 2002. STG intends to follow up a range of functional language typology workshops started in Sydney in 1996. Such collaborative efforts have culminated in Caffarel, Martin & Matthiessen (2004), which covers eight languages from seven different language families (Sino-Tibetan: Chinese [“Mandarin”]; Austro-Asiatic: Vietnamese; Japanese languages: Japanese; Austronesian: Tagalog; “Australian” (Pama-Nyungan): Pitjantjatjara; Dravidian: Telugu; and Indo-European: French, German.

The number of languages studied and described along the framework of systemic functional theory has increased enormously in the last few years, adding to the overall SFL multilingual resource first developed more comprehensively on English (Halliday, 1985/1994, Halliday & Matthiessen, 2004, Matthiessen, 1995, J. R. Martin, 1992), comprehensive accounts of other languages such as French (Caffarel, 1996, 2006), Tagalog (J. R. Martin, 1990, 1996), Pitjantjatjara (Rose, 2001), Japanese (Teruya, 1998, 2007), Chinese (Halliday, 1959, 2006; Halliday & McDonald, 2004; McDonald, 1998, Li, 2003, 2007), Vietnamese (Thai, 2004), Thai (Patpong, 2005), Oko (Akerejora, 2005), Spanish (Arús, 2003; Lavid, Arús & Zamorano Mansilla, in press.), Danish (Andersen et al., 2003), Finnish (Shore, 1992), and Arabic (Bardi, 2008) and also other languages which are currently being described such as Bajjika (Kumar, in prep.) and Portuguese (Figueredo, in prep.), just to name a few.

The colloquium will draw partly on these multilingual resources and explore metafunctional systems such as process type and their resonance whereby projection is manifested variedly across a range of languages, also taking account of contributions to the typological literature such as Chafe & Nichols (1986) and de Haan (2005a,b) on evidentiality, Janssen & van der Wurff (1996) on “reported speech” and Harris & Campbell (1995) on the evolution of markers of interpersonal evidentiality out of ideational clause nexuses of projection.

Our colloquium is intended to make a contribution to systemic functional language description and typology by investigating the fractal nature of projection across a range of languages. Projection is one of a few most general semogenic processes — others being expansion with its subtypes (Halliday, 1985/1994) — whereby a relationship between two sets of processes is manifested (Halliday, 1992) in different environments throughout the content plane — the semantic and lexicogrammatical systems — of a language (Halliday & Matthiessen, 1999: 222-6). For example, ideationally, projection is construed as an aspect of the speaker’s experience, e.g. *It’s not like that with us, Willie said afterwards*; and interpersonally, it is enacted as an aspect of the speaker’s assessment in a move in



dialogue, e.g. *I think my diary entry may be of interest for a typical account*. These functional roles that projection plays are manifested differently in texts according to the nature of the contexts they operate in.

Languages differ with respect to where projection is manifested in their grammatical systems; more specifically languages vary with respect to where they manifest projection in terms of metafunction and also in terms of rank. In order to explicate the locus and variations of the manifestation of projection, the colloquium will focus on the following points:

- (i) projection may be manifested within different rank environments within one stratum;
- (ii) projection may be manifested within different metafunctional environments within one stratum.

The manifestations of ideational and interpersonal projection vary in how they complement one another and how they combine; these possibilities include the experiential system of process type, in particular in 'mental', 'verbal' and 'relational' clauses; and also the interpersonal systems of evidentiality, modality and appraisal. The expressive resources of these interpersonal systems are expanded through ideational resources, for example giving them a contrast between explicitly 'subjective' and 'objective' modes of assessment.

We will explore a range of languages with respect to the above two points and identify similarities and differences in how projection is manifested.

Each language-specific survey is corpus-based (by reference to naturally occurring discourse) as far as possible for each particular language, system-based (by reference to systemic categories derived from the corpus investigation), and theory-based (with reference to the dimensions of systemic functional theory).

**Key terms:** projection, process type, discourse-based, ideational projection, interpersonal projection, language description, language typology, semogenic process

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Presentation: particular colloquium contributions

Each presentation will survey language-specific manifestations of projection and the nature of projection. The survey will locate projection in discourse environment and drawn on small sample texts and/or corpus data to identify types and variations of projections within different rank environments and different metafunctional environments. Total number of language-specific presentation is four. However, we will drawn on, where

relevant, findings from other languages and also other linguistic data in order to bring out particular features of projection across the languages under investigation.

## TERUYA

### ***Projection around the World 2: Ideational and Interpersonal Manifestations in Japanese***

**Presenter:** Kazuhiro TERUYA

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**Abstract:** This paper investigates manifestations of projection in Japanese. Projection, whose semiotic function is to quote and report speech and thought, is one of the fractal types manifested in different environments throughout the semantic and lexicogrammatical systems of a language. Languages vary with respect to where they manifest projection in terms of metafunction and also in terms of rank (Halliday & Matthiessen, 1999: 222-6, 2004: 603-613). In this survey, I will focus on two kinds of manifestation, i.e. ideational and interpersonal projection, manifested at the rank of clause and clause complex.

In Japanese, projection is a distinctive characteristic of verbal and mental processes whereby speech and thought are realized in wording and meaning (Teruya, 2004, 2007, Ochi, 2008). In terms of logical organization, a secondary clause is projected through the primary clause, which instates it as a locution or an idea. In terms of the formal marking of projection, Japanese operates with two types of element that indicates the status of clause as one of projection: a quotative particle, *to (tte)* and a verbal auxiliary making the status of projection, *yoo(ni)*.

In terms of the manifestation of a projected ideational status, Japanese does not clearly mark the distinction between quoting and reporting when the projection indicates indirect propositions, while a projected proposal makes such a distinction in which a verbal auxiliary *yoo(ni)* indicates the status of projection as one of quoting. This grammatical strategy in distinguishing report from quote is employed as a discourse strategy, for example, in news report in which a 'proposition' which has been 'quoted' could be presented as a 'reported proposal', e.g. *Obama daitooryoo wa "Toruko o Ooshuu ni tsunagitomeru" yoo sokushita* "The president Obama urged to "(we) keep Turkey to Europe". Here, the reporter's voice is reflected in the marking of projection that reflects the shift from quoting to reporting but also from proposition to proposal.

Interpersonally, the reporter's status, which is enacted in English through interpersonal

Adjuncts, e.g. *reportedly*, is achieved by the interpersonal system of evidentiality in Japanese. The locus of realization of interpersonal projection is similar to that of ideational one: the Predicator is conflated with the Process: e.g. *kare mo* [Pred/Proc.:] *iku soo da* “(they say) he is also going”.

The paper will focus on a selection of different text types such as news report and bring out some characteristics of ideational and interpersonal projection instantiated in them.

**Key terms:** Ideational projection, interpersonal projection, Japanese, language typology

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## MATTHIESSEN

### ***Projection around the World 2: Projections of Ideational and Interpersonal Projection in Different Languages***

**Presenter:** Christian MATTHIESSEN

**Affiliation:** Faculty of Humanities, Hong Kong Polytechnic University, Hong Kong

**Projection** is one of the two basic logico-semantic relations identified by Halliday (1985), the other one being **expansion**. It covers both **quoting** and **reporting** — both direct and indirect speech (**locutions**) and thought (**ideas**). For example, in the following passages (taken from our OZTalk Corpus), all types of projection occur, working together:

S03: **How does Toby know** her name's Donna? [reporting idea]

S04: **I don't know** [Ø: how Toby knows her name's Donna]. [reporting idea]

S03: **How do you know** her name's Donna? [reporting idea]

S05: **Daddy told me** [Ø: her name's Donna]. [reporting locution]

Jenny: [...] and **she said**, "Oh, by the way, have you have you seen any photos of me?"  
**I thought**, you know, "you're a bit sort of, you know..."

Judy: **No one told her** there were photos.

Jenny: **She said**, "Have you seen any photos of me at the fancy dress?" and **I said, I said**, "Well, as a matter of fact, I've seen one or two, um, of you Tamara, but you know, nothing ..." and, um, **she said** "Do you know of anyone else who's taken any photos of me at the fancy dress?"

The term "projection" represents a useful generalization, and fills a terminological gap in the description of quoting and reporting by providing a cover term for them (cf. Janssen & van der Wurff, 1996: 4). Halliday (1985: 306-7) showed that expansion is manifested throughout the lexicogrammatical system of English; the subtypes of expansion — elaborating, extending, and enhancing relations — turn up not only in tactic relations between the clauses in a clause nexus, but also in cohesive conjunctive relations, in circumstances, in relational processes, and in other grammatical environments below the rank of the clause. Based on this "dispersal" of expansion and also of projection in the content system of English, and (as shown by subsequent research) in those of many other languages, projection and expansion were interpreted as **fractal types** (e.g. Matthiessen, 1995; Halliday & Matthiessen, 1999). Projection was investigated in same way as expansion, and it turns out that they share a number of **domains of manifestation** while some domains are specific to either projection or expansion (see Halliday & Matthiessen, 2004: 604).

Projection is of course located within the ideational metafunction, where, as illustrated by the passages above, its prototypical manifestation is as a logico-semantic relation between clauses in a clause nexus — between a 'mental' or 'verbal' clause and the clause or clauses projected (reported or quoted) by the this clause. This manifestation of projection is central to one type multisemiotic system — that of comic strips: the equivalent of the 'mental' or 'verbal' clause is represented pictorially by the representation of a senser or a sayer within a frame but the projected content is represented linguistically in a "partition" within the frame, a "speech balloon" or a "thought cloud". Within the ideational metafunction, projection is also manifested in other domains, including (1) within the clause in terms of process type (obviously 'mental' and 'verbal' process clauses, but also 'relational' ones of the "show", "prove" and "demonstrate" type, where projection and elaboration come together) and circumstantiation (angle and matter), and (2) within the

nominal group in terms of patterns of thing type (nouns of projection) and qualification (fact clauses).

However, the notion of projection can be extended to the interpersonal realm. This is what we have called **interpersonal projection**. The general principle is simply that in any move, the speaker projects a proposition or proposal by giving or demanding information (proposition) or goods-&-services. The act of giving or demanding is thus an act of interpersonal projection: the speaker projects a proposition or proposal, as shown diagrammatically below. When interpersonal projection is realized congruently, the speaker's act of interpersonal projection is realized by a selection in the system of mood — 'indicative: declarative', 'indicative: interrogative', or 'imperative'. When interpersonal projection is realized incongruently, the speaker's act of interpersonal projection may be realized by a selection within the system of mood, by a kind of cross-coupling (as when a 'command' is realized by an 'interrogative' clause); but it may also be realized through co-opting ideational resources — by a 'mental' or 'verbal' clause representing the speaker's act of projection, as in:

**I urge you** to spend this 125th year of diocesan history celebrating our life together and pledging ourselves to be faithful to our vision as we enter the next millennium.

**I urge you** to meet this challenge. Forcefully and clearly declare your opposition to the President's present war path.

**I want** you to have a bit more of the rice, Dano.

In these examples, the speaker's engagement is made explicit through a 'mental' or 'verbal' clause projecting a proposal: the speaker construes his or her assessment at the same time as s/he enacts it, which constructs a gateway between the ideational and the interpersonal realms (cf. Matthiessen, 1991). This strategy is used to expand the interpersonal resources not only of the semantic system of speech function but also of various systems of interpersonal assessment. For example (from a discussion of John Howard during a dinner table conversation):

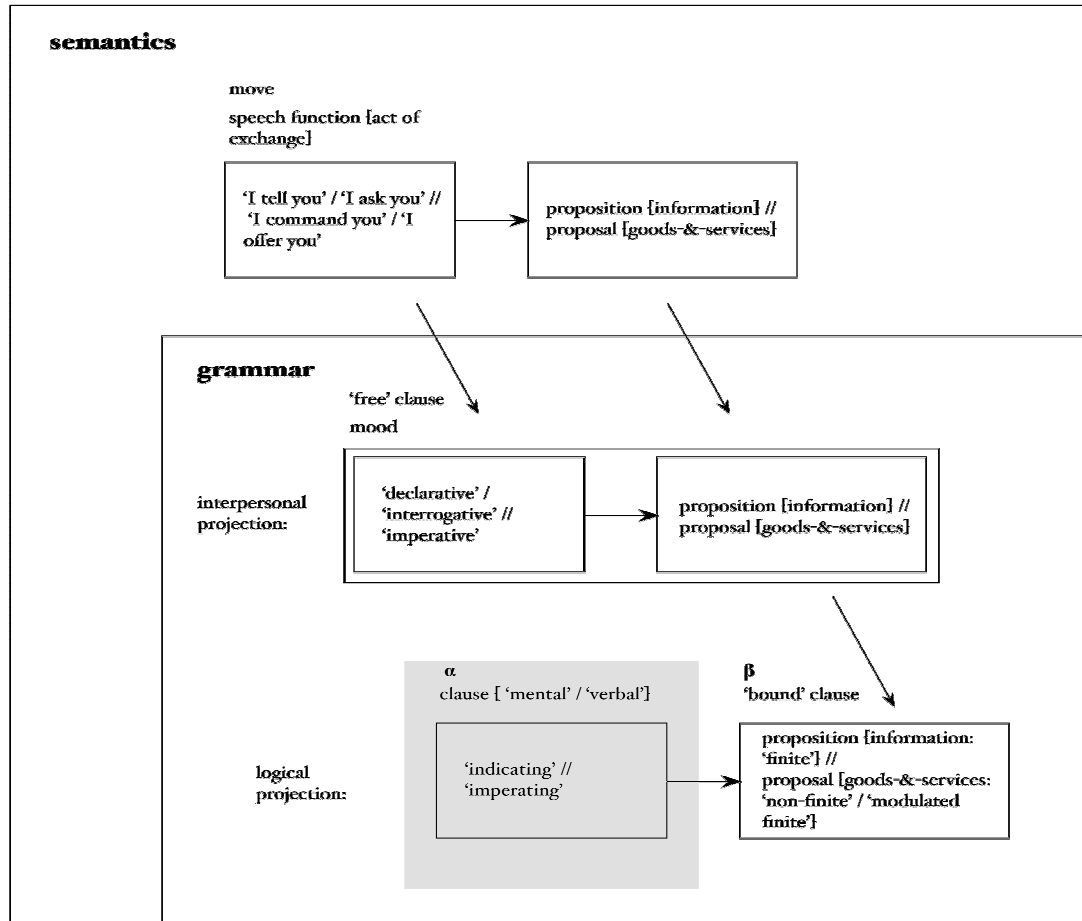
S03: What gets me is that he, the way he talks as if it is going to be the prescription for all of the problems

S01: No, it's a bloody taxation bloody policy, God.

S02: **I don't understand** how people could want to, have to pay more money, I mean, what...

S01: Well **I reckon** if he wins tonight, the reason will be, it's it's - I've got nerves now - I mean that's the unfortunate fact of Australian elections is most people will vote, you know,

not against their best financial interests. So you know, *I don't know, I think* it's pretty sad.  
 S06: *I think people don't really understand* what it's all about. They, they just hear, they just hear the politicians speak and **they hear** that "Oh we're actually going to replace all these taxes with just one tax," so people like the simplistic solution..

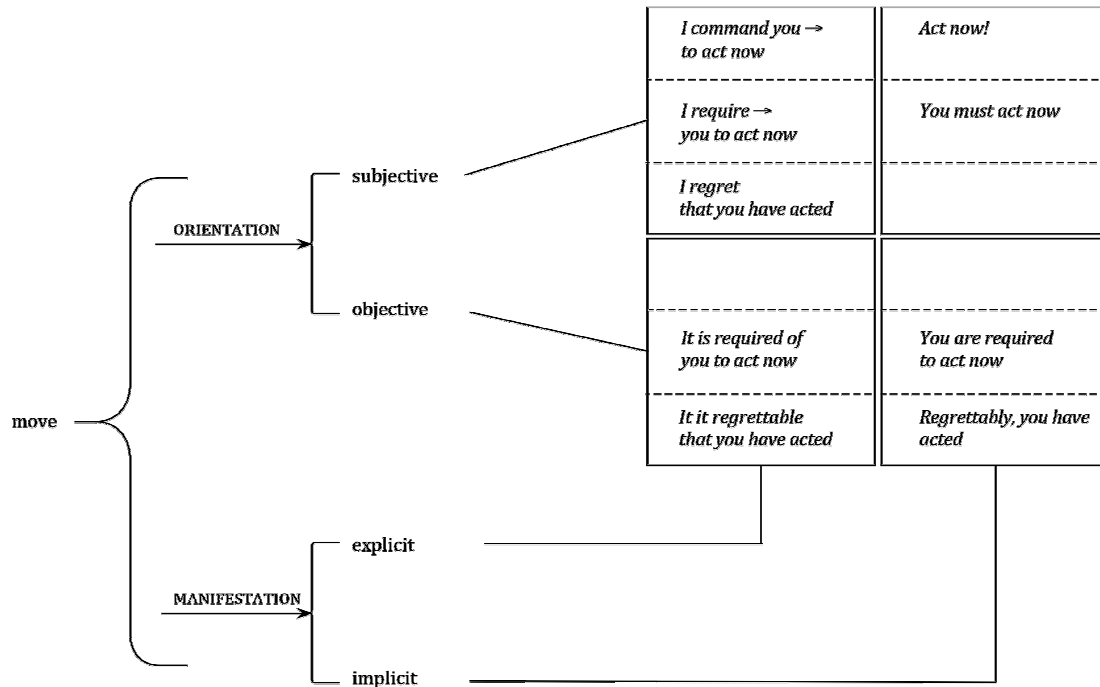


Historically, ideational clause nexuses may give rise to various types of interpersonal marker such as quotative markers. For example, a 'verbal' clause may, over time, be gradually reduced and be reanalysed as a quotative marker functioning within the projected clause, as has happened in a number of languages (see e.g. Harris & Campbell, 1995: 168-172). This follows the general principle that grammaticalization tends to involve a move down the rank scale as well as phonological reduction.

Looked at "from above", interpersonal projection can be described as a system that relates a number of distinct syntagmatic patterns, as illustrated in the figure below for the speech function of command, obligation, and assessment in terms of desirability. This was first worked out by Halliday (e.g. 1985) for the system of modality. This system is quite highly elaborated and also quite highly grammaticalized in English; but it is only a special case of the general system of interpersonal projection. The different types often work

together, as in this passage from Dawkins<sup>1</sup>:

[presumption: hearsay & objective & implicit] **Evidently** the total information capacity of genomes is very variable across the living kingdoms, and it [modalization: probability & high & subjective & implicit] **must** have changed greatly in evolution, [presumption: guess & objective & implicit] **presumably** in both directions.



In many registers, ideational and interpersonal projection work together as a resource for projecting the status of information in propositions (see e.g. Halliday & Matthiessen, 2004: 604-605; Ochi, 2008, *forthc.*; and contributions to this colloquium — cf. also Fuller, 1995). This can be illustrated by a passage from Dawkins again:

**Presumably** the equivalent figure for the crested newt is even smaller, but **I don't know** if it has been measured. In any case, we mustn't run away with **a chauvinistic idea** that the human genome somehow ought to have the largest DNA database because we are so wonderful. **The great evolutionary biologist George C. Williams has pointed out** that animals with complicated life cycles need to code for the development of all stages in the life cycle, but they only have one genome with which to do so.

Like any other system that we postulate in the description of a number of different languages, the system of interpersonal projection clearly varies considerably from one

<sup>1</sup> From: <http://www.skeptic.com/archives41.html>



language to another. There is as yet no general account of this area, probably because the interpersonal metafunction has received relatively less attention than the ideational and textual metafunctions in language comparison and typology, with certain important exceptions, of course (for discussion, see Matthiessen, Teruya & Wu, 2008). With regard to the assessment of the status of information negotiated by a proposition, it is plausible that there are two complementary systems around the languages of the world — modalization and evidentiality. In modalization, information is assessed according to the degree of probability that it is valid — the degree that the speaker or addressee believes in the information, to foreground the subjective angle. In evidentiality, information is assessed according to the source of information — e.g. witnessed by the speaker, hearsay, inference (see e.g. Chafe & Nichols, 1986; de Haan, 2005a,b). Like tense and aspects as models of time in the ideational metafunction, modalization and evidentiality are complementary; and when we move around the languages of the world, it would seem that languages tend to foreground either modalization (like English) or evidentiality (like Quechua), or more of a mixture of the two (traces of which we can find in the modals of German).

**Key terms:** Ideational projection, interpersonal projection, grammaticalization, fractal, manifestation

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## PATPONG

### ***Rejection around the World 2: Ideational Projection and Interpersonal Projection in Thai***

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**Abstract:** Projection is one of the two primary logico-semantic relations found in many languages for construing a nexus between one clause (either verbal or mental) and another clause or combination of clauses. It has two modes, reporting and quoting.

The basic domain in which projection is manifested is that of the clause nexus; but it occurs also, though in a more restricted way, in other nexuses, in particular in verbal group nexuses. In nexuses, projection is organized logically, but it has expanded into the experiential subtype of the ideational metafunction, e.g. being manifested circumstantially as an Angle. Logical and experiential manifestations of projection occur in different environment throughout the semantic and lexicogrammatical system of a language

(Halliday & Matthiessen, 1999: 222-226). In addition to such ideational manifestations of projection, where projection is construed as an aspect of experience, we also find interpersonal manifestations. Interpersonal projection is enacted as an aspect of the speaker's move and assessment.

This paper aims to investigate ideational and interpersonal projection in a corpus of Thai news reports covering five days of reports on the latest political crisis in Thailand (April 10th-14th, 2009). The Thailand's political crisis took place nation wide: Pattaya, a resort city, where the 14th ASEAN summit was cancelled, central Bangkok, the capital city of Thailand, where thousands of anti-government demonstrators closed Bangkok's main roads. The five days of news reports are taken from Thailand's political online newspaper, Matichon. This paper will discuss various features of ideational and interpersonal projection in these news reports.

**Key terms:** Projection, ideational metafunction, interpersonal metafunction, corpus, news report

**Abstract:**

Halliday, M. A. K. and Christian M.I.M. Matthiessen. (1999). *Construing experience through meaning: a language-based approach to cognition*. London & New York: Continuum.

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# Paper Abstracts

ADEYANJU

***Choice in the Language of Advertisements: A Systemic Functional Analysis of Radio Advertisements Conveyed in The English Language in Nigeria***

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**Abstract:** We aim in this paper to investigate the patterns of choice made in the processing of language and also to demonstrate that language use in advertisements is motivated by such complex factors as socioeconomic and psychological considerations to cause the advert-audience to respond to advertisement in a deliberately predetermined manner often to the advantage of the advertiser and to the detriment of the advert-audience. Attempts were made to describe the recurring choices prevalent in the language of advertising and to correlate such with the appropriate socio-psychological and economic setting of advertisements. Study findings indicate the linguistic meaning is deliberately constructed and consciously manipulated by advertisers and tied to media effects to shape advert structure, language and style. We also have consequently evolved a modest schema for structuring and analyzing advertisements. It is recommended that more attention be paid to language and its resources for advertising.

ALVES, HANSEN, ET AL

***Tracing Grammatical (De)metaphorization in the Translation Process: A Two-Pronged Approach***

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**Abstract:** This paper discusses a pilot study combining process-based (Alves & Gon.alves 2003, Pagano et al. 2005) and corpus-based (Hansen-Schirra et al. 2006,

Steiner 2008) approaches to the study of translation. Grammatical (de)metaphorization has been hypothesized to be due to translator's incomplete understanding of the source text or fatigue during translation tasks (Steiner 2001). Studies carried out at the Laboratory for Experimentation in Translation have shown (de)metaphorization in the translation process as a result of problem solving strategies (Silva & Pagano, 2008). Querying the CroCo Corpus of German and English originals and their aligned translations it is possible to retrieve aligned units of texts that differ in the degree of metaphoricity. In order to track the processing effort of the translator, our pilot study targeted real time text production with the help of key-logging and eye-tracking of a task requesting the translation of an excerpt from a corporate webpage from German into English. Our analysis focused specifically on aligned segments which are not part of the same aligned segments on a higher level ("crossing lines"). Pauses recorded through key-logging were used to identify units considered as instances of foci of attention. The aligned segments were then mapped onto the units. Instances of (de)metaphorization were located in intermediate solutions of a given unit, the so-called macro units (Alves & Vale, forthcoming). The findings trace successive realizations during task drafting and revision in unpacking and repacking meanings. They reveal demetaphorization not only in the final product but also in an intermediate solution where the final product was inconspicuous. Eye-tracking is used here to identify processing efforts likely to trigger this process.

**Key terms:** grammatical metaphor, translation, corpus, process-based research

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## AVELAR

### ***How Grammar Metaphor Works for Chinese Students Learning Portuguese as Foreign Language***

**Presenter:** Antonio Avelar

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**Abstract:** This paper reports on research results achieved on the attempt to understand general learning behaviour of oriental learners, mainly Chinese students, studying Portuguese (PFL).

Starting from the concept of 'grammatical metaphor' as it is conceived in the framework of systemic functional linguistics (Halliday, 1982, 1985, 1994, 1998, 2004; Halliday & Martin, 1993; Martin, 1992, 1995b, 1993b; Christie & Martin, 1997; Martin & Veal, 1998) it was possible to identify dissimilar acquisition attitudes between oriental and occidental students regarding the metaphoric meaning. These distinct attitudes possibly explain the well known lack of success achieved at intermediate levels (A2-B1 levels of the QECRL) by the students. At these levels, it is crucial for learners to deal with texts that produce a whole of semantic configurations related with Non-finite constructions where nominalization and grammatical metaphor are strongly involved. Very often the ambiguities built into nominalized texts cannot be resolved, and this shows students that not even co-text is sufficient, that reading comprehension requires explicitly drawing on knowledge from other co-thematic texts, making assumptions, etc.

It will be suggested a few pedagogic devices combining metaphoric disjunction, information about the genres enrolled and work at the Register level. It will be argued that

grammatical metaphor as an intriguing concept in a functional theory of language is a valuable tool in applied linguistics, including language teaching, for investigating the learning processes (writing and reading) and for intervening in the processes as well.

**Key terms:** grammar metaphor, genre, lexical variation

## BARBARA AND MACEDO

### ***Verbal Processes in Academic Articles: From Lexis to Grammar***

**Presenter:** Leila BARBARA, Célia Maria Macedo de MACEDO

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**Abstract:** The paper reports some of the results of a larger research called 'Verbal processes from discourse to grammar in academic texts in Brazilian Portuguese'. The research is part of an international project on linguistic typology named 'Systemics across languages (SAL)' which is being developed by some researchers of Brazil, China and Argentina. The theoretical support of the study is Systemic-Functional Grammar (Halliday, 1994, Halliday e Matthiessen, 2004), with a focus on the experiential metafunction, therefore, the context of situation and the context of culture are considered in the study of the texts. The objective of the research is to investigate the occurrences of verbal processes in academic papers of various areas of study to get to the forms that can occur as processes in verbal clauses. At the moment, the corpus under analysis is made up of 1550 papers taken from a virtual library called Sciello.br. The presentation will: a) report the criteria used for the selection and organization of the corpus, b) discuss the criteria used for the selection of elements to be analyzed and the use of the software Wordsmith tools 5.0, c) analyze some verbs that function as verbal processes according to Halliday and Halliday & Matthiessen.

**Key terms:** systemic-functional grammar, experiential metafunction, verbal processes, academic papers

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## BARBARA AND MARTINS

### ***Verbal processes in journalistic and academic genres: a systemic-functional comparison***

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**Abstract:** This research is run in the context of the project *Systemics Across Languages* (SAL), that studies among other languages, English, Japanese, Portuguese and Spanish, focusing from grammar to discourse. The initial aim of the project is a description of verbal processes.

The Brazilian Researchers involved concentrate, at the moment, on the study of scientific articles taken from a variety of areas of an important Brazilian scientific online library, [www.scielo.br](http://www.scielo.br). If the researcher has interest in other types of data other genres may be compared with the articles. In this paper the genres compared are scientific articles and crime news from two news papers "Folha de S. Paulo" and "O Dia".

Transitivity in Portuguese has attracted some researchers including the presenters, either as writer or advisor, (Assumpção 2008, Lima-Lopes, 2001, Martins, 2008). This paper discusses some verbs that occur in both corpora acting as verbal processes, in terms of their context, types of occurrence, meaning, participants, purpose, etc. as well as comparing them pointing out differences in their behavior. As the corpus involved is large, aiming at growth soon, Corpus Linguistics instruments will be necessary and the set of tools used so far has been wordsmith tools (Scott, 2004)

**Key terms:** SFL, verbal process, grammar, genre, portuguese, science articles, newspaper articles.

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## BARTLETT

### ***Functional motivations for “passive constructions” in Scottish Gaelic.***

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**Abstract:** Halliday and Matthiessen (2004:297ff) define VOICE as the system of options for conflating either the Agent or Medium of experiential structure with the Subject in the interpersonal structure of the clause. These distinctions are signalled respectively through active and passive constructions in the verbal group. Matthiessen (1995:565-596) lists four discourse functions underlying choices in this system in English: allocation of modal responsibility; allocation of Thematic status; allocation of New focus; and potential non-realisation of the Agent.

Traditional approaches to Gaelic grammar (Calder 223, 231; Byrne 2002:131-140) distinguish four core passive constructions as well as an impersonal and other peripheral structures. However, this paper will argue that modal responsibility (Subjecthood) is at best only weakly allocated in Gaelic and that Gaelic “passive structures” cannot therefore be described in terms of conflation with the Subject. Lexicogrammatical descriptions of VOICE in Gaelic will therefore have to differ radically from English, while the range of discourse functions realised through the lexicogrammatical structures in the two languages may show both unique features and extensive overlap.

Drawing on extensive textual instances of the structures in question from an oral history of the First World War and a mid-20<sup>th</sup> Century novel, this paper will: (i) set out a preliminary classification of the discourse functions of the different Gaelic structures; (ii) compare their relative frequencies within the two genres; (iii) compare the lexicogrammatical make-up of the structures; (iv) and consider whether any of the structures can be labelled “passive” within the terminological framework of SFG and, hence, what might constitute a cross-linguistic definition of the term “passive”.

The paper will take into consideration work within other functional frameworks on passivisation in general (Siewierska 1984) and Gaelic in particular (MacKenzie

*forthcoming*) and the relationship of these to the SFG framework.

**Key terms:** voice, Gaelic, modal responsibility, cross-linguistic analysis

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## BATISTA

### ***Representation and Evaluation of Social Actors in Teaching and Learning English in State Schools***

**Presenter:** Maria Eugenia BATISTA

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**Abstract:** This paper aims at contributing to the application of SFL to the Portuguese language by presenting an analysis that shows how social actors and their actions were represented and evaluated by state school students and teachers of English, when describing their experience of learning and teaching English. Data were collected in a town in the Greater Sao Paulo – Brazil, through interviews carried out in Portuguese and transcribed for analysis. The experiential metafunction (Halliday, 1994 and Halliday & Matthiessen, 2004) and critical discourse analysis (van Leeuwen, 1997 & 2008) have been the theoretical support to identify social actors and how they are represented. The Appraisal System (Martin 1999, 2003, 2005) has allowed me to investigate the lexical choices made by the speakers in order to evaluate social actors and their actions in the process of English learning and teaching, i.e., the types of attitude towards them. Speakers' degree of engagement with what they said has also been investigated together with the analysis of graduation. Freire (1996, 2005, 2006) has been one of the pedagogical supports to discuss some of the issues that emerged from the analysis. This

investigation is part of the research project I have been developing in my doctoral programme at LAEL-PUC-SP.

**Key terms:** social actors, experiential metafunction, appraisal system, critical discourse analysis

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## BENSON

### ***Tennyson's 'Ulysses' and the Representation of Basic Emotions***

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**Abstract:** Tennyson took a hint from Odysseus' last voyage in Dante's *Inferno*, and fashioned 'Ulysses' as a 'sequel' to Homer's *Odyssey*. The 70 line poem is divided into four paragraphs of different lengths. In the first paragraph (a single clause, ll. 1-5), Ulysses complains about running his kingdom, in the second (9 clauses, ll. 6-32), he

reminisces about his inspiring past, in the third (3 clauses, ll. 33-43), he commends his kingdom to his son Telemachus, and in the fourth (18 clauses, ll. 44-70), he exhorts his mariners to join him in a last voyage. Tennyson was very clear about what the poem meant, i.e. despite his grief over the death of his friend Arthur Hallam, he was determined to go on rather than give up, but literary critics have been dissatisfied with Tennyson's interpretation of his own poem. Nevertheless, 'Ulysses' is all about emotion, and the representation of Tennyson's 'felt experience' (Downes 2000). A better understanding of Tennyson's grief comes from Panksepp's (1997) account of basic emotions in the context of affective neuroscience. That the patterning of experiential and interpersonal meanings in 'Ulysses' is congruent with Panksepp's SEEKING system is strong evidence that Tennyson did in fact represent his felt experience in the poem.

**Key terms:** grammatical metaphor, interpersonal metafunction, affective neuroscience, basic emotions

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## **BENSON AND GREAVES**

### ***Rhythm and Tone Effects in the Perception of "Sometimes Behave So Strangely" As Three Different Speech Contours.***

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**Abstract:** Our focus is on the rhythmic and f0 relationships between subjects who heard Deutsch's stimulus phrase repeated only once and those who heard it repeated a number of times.

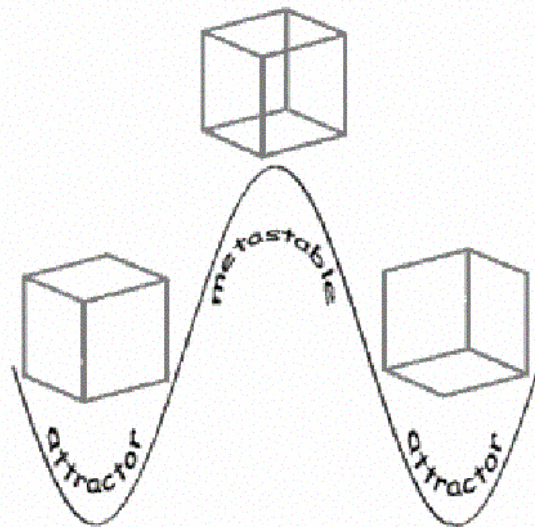
Spoken and written English share the grammatical system of DECLARATIVE mood.

When the language is spoken a second more delicate system comes into play: KEY

Grammatical choices of KEY are realized by choices in the TONE system in phonology.

The tones act as attractors when a metastable sound stimulus leads to different interpretations of the same phonetic string in the same way that eye movements lead to different interpretations of the Necker cube. Rhythm and tone are both affected in the different perceptions.

Buszaki *Perturbation of the Default Patterns by Experience* 229



**Figure 8.7. Metastability of ambiguous figures.** Ambiguous figures, such as the Necker cube, are perceived as one of several possible stable configurations (e.g., the box here is either seen from the top or the bottom). These perceptual shifts are initiated by eye movements.

**Key terms:** systemic functional linguistics, intonation, mood, key, music, rhythm, perception

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BERAZHNY

***Captions as ‘Linguistic Scaffolding’ of Visual Constituency for Printed Photography***

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**Abstract:** The paper aims to ground the notion of product placement (an increase in readers’ awareness of products, destinations, etc.) by applying methods of systemic functional linguistics and social semiotics to multisemiotic texts of in-flight publications. In particular, the paper explores the benefits and limitations of a semiotic analysis that relies on the notion of constituency. The benefits of such analysis include the ease of extracting multisemiotic and linguistic structures whose constituents can be identified as ideational construals of products and destinations in photography and linguistic texts. The disadvantages of a constituency-based analysis emerge when product placement is duly approached as semiotic trajectories of intertextual nature, which emerge as interplays of multiple semiotic resources and readers’ individual semiotic histories. The paper focuses on one in-flight publication to demonstrate how a constituency-based analysis can both yield quantifiable results and yet miss a large volume of meaning, for instance fused meanings in photographs and their captions, especially those with minor and elliptical clauses. In a move towards a more complete semiotic account of product placement, the paper suggests that the interplay of meanings between semiotic resources and trajectories can be conceptualised as ‘scaffolding’, as continuous construing and re-construing of meaning across ranks, systems, and resources. An example of such ‘scaffolding’ can be the semiotic work of a linguistic caption and other triggers of human memory while readers make sense of a photographic image and refresh their construals of products and destinations. As today systemic functional linguistics and social semiotics are yet to develop the tools to model and capture the intertextuality of semiosis, the paper argues for a timely development of such new tools and for larger research themes with more specific applicability, such as the study of product placement in print media.

**Key terms:** caption, printed photograph, constituency, minor clause, elliptical clause, semiotic trajectory, intertextuality

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BI

### ***Decoding Information in English News Reports: A Multi-dimensional Perspective***

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**Abstract:** This paper attempts to decode information in English news reports from a multi-dimensional perspective based on Systemic Functional Linguistics. The quality and quantity of information will be discussed in this paper. First the definition of information will be clarified. Then the quality of information in English New Reports will be revealed: the stratum of information distribution, the coherence of information and the information in intonation. During the process of news reporting, information is conveyed through its carriers simultaneously. So the quantity of information should be measured multi-dimensionally which will be illustrated in a mathematics model. At last, the paper will discuss the interplay and complementarities of information in news reports. It is hoped that this study could give some insights to listening teaching

**Key terms:** quality and quantity of information, multi-dimensional, English news report

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## BOWCHER

### ***Interrogating the Field of Radio Sports Commentating***

**Presenter:** Wendy BOWCHER

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**Abstract:** This research first considers the way in which context is represented in SFL theory and some of the theoretical issues that still need to be explored in developing a model of context. It then applies one common representation, the system network, to a study of the contextual component 'field' in radio sports commentating, more specifically, Australian Rugby League radio commentating. The aim is to contribute to the development of a more detailed theoretical description of context – one that can provide 'checkable' criteria (Hasan 2009) useful for the analysis of the relationship between language and context across a variety of situations of language use. The underlying approach is a common approach taken across work in Systemic Functional Linguistics, that system and instance are two ends of the same phenomenon, and that an analysis of instances can provide useful insights for describing the system. The research interrogates currently available field networks by considering an instance of language use, and confirms, modifies, and/or extends the system networks where appropriate.

**Key terms:** context, system networks, field, radio commentating

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## CAI, LUO And LI

### ***The Application of Computer Network Platform-based “Process-Genre Approach” in College English Writing Instruction***

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**Abstract:** This is the second round experiment of practical research of the teaching reform of English writing at the college level. It has been implemented in the last two years, which is a continuation of the teaching experiment adopting the “genre analysis approach” from 2004 to 2007. The purpose of the reform is to further promote the



exploration into and research on teaching English writing in regular institutions of higher learning. Accurately speaking, the theories of the teaching reform are based on the theory of process-oriented approach from social cognitive psychology perspective and the theories of genre analysis from the angle of functional linguistics and social-linguistics. The testees involved in this round of experiment are 200 sophomores majoring in English from a provincial regular institution of higher learning. The paper will report on visible progress made by reforming the teaching approach, content, environment and means especially.

**Key terms:** process analysis; genre analysis teaching; computer network; English writing

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2007(4).

## CALDWELL

### ***What is Rapping? A Semiotic Analysis of Rapping and Sung Voice***

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**Abstract:** This paper aims to identify the distinctive differences between rapping and singing. In a general way, the paper draws on Systemic Functional principles from phonology (e.g. Halliday & Greaves 2008) and multi-modality (e.g. van Leeuwen 1999). And while scholars have investigated the differences between speech and singing (e.g. Callaghan & McDonald 2007), no research has used social semiotics to compare the rapping voice with the singing voice. The data is from North American rapper/producer Kanye West. As a producer, West samples a range of rappers and singers. First, a system network is introduced to illustrate the 'meaningful' choices which distinguish rapping from singing. A novel visual representation is then presented. It captures several variables at the level of expression, including the interaction between the rhythm of the vocals and musical accompaniment, as well as the melody or pitch movement of the vocal performance. Finally, I will apply Stenglin's (2008) scale of 'binding' to the data, where the distinction between 'bound' and 'unbound' space seems to parallel the distinctive, embodied affordances of rapping and singing respectively.

**Key terms:** social semiotics, multi-modality, phonology, rhythm, melody

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CHAI, T

***Metaphors in Existential Clauses: A Cognitive Perspective***

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**Abstract:** The paper carries out a systematic study of English metaphors realized with the existential clause construction within a new SFG transitivity model (Peng 'manuscript', 'the new model' for short). The new model comprises four processes (or transitivity constructions) in OR relations: Material-Operational, Material-Relational, Mental-Operational, and Mental-Relational. The classical existential process is essentially a 'surface' clause pattern that could construe any of these processes even though it is prototypically a grammatical construction corresponding to the Intensive relational meaning, specifically the material-relational process in the intensive type, and the typical realization from the intensive motivation to the *there-be* construction is the congruent mode. Any incongruent realization, then, would yield metaphors (Halliday & Matthiessen 2004:586-593) in the Lakoff-&-Johnson's (2003 [1980]) sense of mapping or Fauconnier-&-Turner's (2002) observation of blending.

(i) the first general kind of metaphor is that the material-operational is construed by the *there-be* clause pattern, that is, the material-relational processes are taken as the source domain and mapped or blended upon the material-operational frame (and its sub-types), as in *there is no mention in your report of such a thing*. (British National Corpus: Text GUG) (cf. *you did not mention such a thing in your report*).

(ii) the second general type is that the circumstantial and possessive within the material-relational processes are construed by the *there-be* construction, for example, *there are five cameras in each group*. (Text ADP) (cf. *each group has five cameras*)

(iii) the third is that the mental-operational processes are represented by the *there-be* clause, as in *there is no doubt about the answer*. (Text H7X) (cf. *one does not doubt about the answer*); and

(iv) The last is that the mental-relational processes are realized by the *there-be* construction: *there was no certainty that they were dead*. (Text AN7) (cf. *the police were not certain that they were dead*).

The analyses are based on the *British National Corpus* (BNC) and a small corpus set up particularly for the present purpose to see the metaphorical phenomena construed with the *there-be* construction. All the evidences show that to treat the *there-be* clause pattern

as a transitivity process is NOT appropriate, and Halliday's new model of language (1995) in which he singles out 'instance' from 'system' and hence semantic meaning from lexico-grammatical wording is most illuminative and intelligent to the nature of the classical lexico-grammar as two due levels in the realization relationship and their separation.

**Key terms:** new SFG transitivity paradigm, existential clause, metaphor, mapping or blending

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CHAI, X

***A Case Study of English Learners' Translational Text – Based on a Translation-oriented Interactive Context Model***

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**Abstract:** EFL learners' translational texts, which are full manifestation of learners' capacity, could provide both pertinent and comprehensive approaches to the study of language learning and teaching. This essay is intended to explore cognitive contextual causes or sources of "translationese" from the perspective of the interactive text-context relationship through a case study.

For Chinese EFL learners, the phenomenon of "translationese" can often be found in the Chinese translations of English long sentences, conjunctions and nominal phrases with post-modifiers and the English translations of Chinese fragment sentences, four-character

idioms and so on. The previous studies on translationese are mainly based on the contrastive linguistics and concerned with receptional aesthetic effect of translation as product. In fact, translationese, which is far beyond the linguistic analysis or the surface text analysis, has the deep root in learners' cognitive contextual development. Therefore, the present research will apply an interactive context model, which is a revised model mainly based on SFL register analysis, genre analysis and schema theory, to help contextual positioning (including description and evaluation) of translational text.

**Key terms:** translationese, interactive context, register, genre, schema

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## CHANG, C

### ***Commitment in Parallel Texts***

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**Abstract:** In systemic functional linguistics, the instantiation hierarchy relates system to instance. It is a scale of generalization, where the system is the potential that is instantiated in text (Halliday 2004: 25-29, 2008: 13). In a recent study on instantiation, Martin (2008) proposes that we focus on coupling and commitment as two main factors, where coupling refers to combinations of meaning across systems and commitment the amount of meaning potential activated in a particular process of instantiation. Following Martin, this paper attempts to explore commitment as manifested in the various simplified and translated versions of the English novel *Pride and Prejudice* and to compare how meanings in the systems are taken up in these texts and the degree of delicacy is selected within systems. It is shown that the texts in our data have different semantic weight and that the different choices made by the authors and translators are constrained by the different purposes that they set out to achieve.

**Key terms:** instantiation, commitment, parallel texts, *Pride and Prejudice*

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CHEN, G

### ***English Prose: Appraisal Stylistic Varieties***

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**Abstract:** This paper applies Appraisal Theory to the analysis of the literature genre of English prose within the framework of Appraisal Stylistics (AS) (Peng, 2007), aiming at finding out its appraisal stylistic features.

Prose has been studied from different perspectives. However the detailed and systematic study of appraisal meanings has not been conducted due to the underdevelopment of theory related to this aspect in the past. With the appearance of Appraisal theory it is possible now to do such study. This theory deals with 'one of three major discourse semantic resources construing interpersonal meaning' (Martin, 2005:34). It includes three interacting systems: Attitude, Engagement and Graduation.

In this paper 42 pieces of English prose writings are collected and they are from two periods which extends from the 18th century to the early half of the 20th century and divided into four types: narrative, argument, scenery, character and event according to their subject matters. All the discrete appraisal meanings in them are identified. And then the relevant statistic work is conducted. Based on such quantitative result, the generic appraisal stylistic features, the appraisal stylistic variations between two periods and that among different types of English prose with respect to Attitude, Graduation and Engagement are generalized and accounted for respectively. At the same time some sample texts are provided to show those appraisal stylistic features. The paper ends with

the significance of the present research, pointing out that it provides a new perspective for the study of English prose.

**Key terms:** appraisal theory, appraisal stylistics, appraisal stylistic features, english prose

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CHEN, J

***The Analysis of Metaphors in Young Goodman Brown from the Perspective of CDA***

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**Abstract:** The past thirty years has seen the remarkable achievement in the development of Critical Discourse Analysis (CDA). Fairclough holds that the discourse analysis consists of four steps: words—grammar—cohesion—discourse structure. Words analysis covers words meaning, expressions and metaphors. Since 1980s, the understanding of metaphor has made a great change. We should consider metaphor as a kind of discourse phenomenon and should be interpreted in the specific context. This paper intends to analyze some metaphors such as characters' names and settings in Hawthorne's short novel *Young Goodman Brown*. Through the analysis of these metaphors, we can see that the application of the metaphors helps the presentation of the author's ideology and the theme of this novel. Thus the analysis of metaphors from the perspective of discourse analysis is of vital importance in the understanding of a great work.

**Key terms:** critical discourse analysis, metaphor, context

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CHEN, J

***Teaching Functional Grammar in a Chinese tertiary EFL Classroom —  
An Experimental Study at Sun Yat-sen University***

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**Abstract:** Systemic functional linguistics (SFL) (Eggins 2004), an applicable linguistics (Halliday 2006a, 2006b), has been increasingly viewed as a useful descriptive and interpretive framework for analyzing languages (Caffarel *et al.* 2004), in particular for English. “Function labels suggested in Halliday 1994 ... are becoming a kind of lingua franca for discourse analysts and applied linguists around the world” (Martin 2000/2006: 38), which indicates FG has been widely acknowledged and applied by the group of people who study languages rather than those who learn language(s). The similar situation also exists in China (Huang 2000). However, as one grammar “that would make it possible to say sensible and useful things about any text, spoken or written, in modern English” (Halliday 1994/2000: F41) and an integral part of SFL which views language as a rich meaning-making resource, FG might also help English learners, both ESL/EFL learners, compose discourses based upon their ability to explain/analyze texts from the social semiotic and semantic perspectives (Zhang 2006, Zhang *et al.* 2005). Williams and Rothery (Williams 2000, cited in Martin 2000/2006) have found that function labels cause no difficulty for native students, including those in infant schools. As far as the Chinese educational context is concerned, students are taught exclusively traditional grammar since they start learning English and still at the college level, hence the present research to experimentally investigate whether there is/are any significant difference/s between the effects of teaching FG and teaching traditional grammar in the Chinese tertiary EFL classrooms.



This one-semester comparative research involved two cohorts of non-English-major freshmen at Sun Yat-sen University. The experimental group was taught to analyze English texts with FG (Halliday 1994/2000; Martin et al. 1997; Thompson 2004) for their college English intensive reading course, while the control group continuously with traditional grammar. All writing samples collected from the pre-writing and the post-writing tasks were assessed comprehensively at five levels of genre, register, discourse, grammar and graphic features (Rose et al. 2008). The statistical analyses of the assessed results indicate that FG helps EFL learners manage writing more effectively than traditional grammar. The follow-up survey suggests that most students in the research were not satisfied with traditional grammar and 86.7% of the experimental group held a positive attitude towards FG in learning English. With the tentative attempt to teach non-English-major Chinese EFL college students about SFL, the present study would shed light on the feasibility of teaching FG (within the SFL framework) instead of exclusively traditional grammar to EFL learners in China, and also help us gain a better understanding of the “applicability” of SFL in the broader area of foreign language education.

**Key terms:** applicable SFL, language teaching/learning, language education

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CHEN, M

***Writer Roles Realisation Seen Through Perspectival Metadiscourse: Person Markers in Literature Reviews***

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**Abstract:** Writer roles and perspectives are an inherent ingredient of academic discourse in general, and of the genre of literature review (LR) in particular, it is therefore a skill often needed in research reporting and when drawing up a LR. It is important to make students and novice writers of dissertations aware of such roles and able to construe their writing on the basis of different perspectives of the prior research, by making comments on merits and demerits, pointing out gaps and establishing new research spaces. The purpose of this paper is to investigate manifestations of writer roles realised by person markers in English dissertation LRs across the disciplines. Starting from a close examination on the use of person markers *I/we* in dissertation LRs in natural science and social science, the study finds that writers play multiple roles in their discourse of LRs: writers act as reviewers/researchers/interpreters in Elements 1 and 2, detecting the advantages and drawbacks of the previous research on a certain topic, as arguers and evaluators in Elements 2 and 3, establishing their research space on the niche of previous studies and as composers in Element 4, presenting their own hypothesis

and research proposals. Throughout the text, the linguistic structure ‘//we + a reporting verb’ is a major choice for writers in playing all the roles, portraying perspectives as well as presenting themselves and their genre and register awareness in their research disciplines.

**Key terms:** writer roles, perspectives, person markers, reporting verbs, literature reviews

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CHEN, Y

***Contestable Reality: A Multi-level View on Modality in Multimodal Pedagogic Context***

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**Abstract:** The link between linguistics, social semiotics, and pedagogy forms the nexus of the present study, with the concept of 'modality' as the focal point. A brief retrospective review of how modality has been traditionally treated in linguistics (Leech 1981, Coates 1983, Palmer 1990, Halliday 1994) is first provided in this paper. The central concern is to adapt and extend this linguistic concept to multimodal discourse, exploring 'coding orientation' (Kress & van Leeuwen 2006) in pedagogic setting, a notion strongly associated with modality in social semiotics (Hodge & Kress 1988, Kress & van Leeuwen 2006, van Leeuwen 2005). Specifically, this paper considers the 'interdependence' (Hodge & Kress 1988: 161) between modality and social relations from a multilevel perspective, through a contrastive analysis of coding orientation in three teaching units on a similar topic for three different pedagogic contexts. It is found that what counts as real is socially defined and specific to a given communicative context. The way in which multimodal resources are deployed to convey modality is conditioned by as well as constitutive of the solidarity between textbook editors and different groups of learners. The paper concludes with a discussion of the implications for using visual displays in pedagogic context, as well as relevant theoretical significance.

**Key terms:** modality, coding orientation, multimodal discourse analysis, social semiotics

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## CHEN and XU

### ***Evidencing CMC discourse: A Systemic Functional Linguistic Perspective***

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**Abstract:** In this paper, the authors intend to investigate the impact of the information technology on language use taking a holistic approach. Although numerous studies in literature have touched upon CMC discourse by either describing the characteristics of the language use on the internet (e.g. Chrystal 2001), or using CMC texts as data for analysis (e.g. Herke-Couchman 2005; Lv 2007, etc), a holistic view will provide a more systematic account of CMC discourse. In this regard, two questions are at risk: 1) What impacts has the CMC discourse been making on the language system? 2) Has “*electronic*” grown into a new mode of language and achieved the same status as the two basic modes of language – spoken and written?

In order to address these two questions, the investigation will be made through the lens of the stratified model of language from systemic functional perspective, which in its own right provides a holistic view to describe language. One of the dominant motifs in systemic functional linguistics that grammar is the resource for making meaning requires that lexicogrammar be central to model CMC discourse. Investigation of the characteristics of some typical CMC genres will indicate how the semantics of CMC discourse is

instantiated in grammar, and in turn how semantics instantiates and features context. In addition to the changes made at the content level, changes also manifest at the expression level, like emoticons. Through evidencing CMC discourse at different stratum, it is concluded that on the one hand the meaning potential has tremendously expanded with the pressure exerted on the language system by the development of information technology and on the other hand CMC discourse is highly hybrid in terms of mode at its expression level.

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## **CHEN, JONES AND SUKSAWAS**

### ***Willingness to Communicate: A Social Semiotic Perspective***

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**Abstract:** This paper aims to extend understanding of an important concept in second language acquisition (SLA), 'willingness to communicate', from a Systemic Functional Linguistics perspective.

Broadly, this paper represents an attempt to reconceptualise an SLA construct using SFL theory – an important challenge/opportunity as these are major informing perspectives on the TESOL field. The paper draws on the work of Eggins & Slade (1997) in the elaboration of the system of Speech Function for casual conversation and that of Martin and Rose (2007) and Martin and White (2005) with respect to Appraisal. In doing so, it offers a more nuanced description of 'willingness to communicate' as it is enacted in classroom discourse.

Social interaction plays a crucial role in language learning and teaching because of its

affordances for learning in and through language (Halliday, 1980; Painter, 1999). With increasing emphasis on interaction in language learning, 'willingness to communicate' (WTC), defined as "intention to initiate communication, given a choice" (MacIntyre, Baker, Clement, & Conrod, 2001, p. 369), has become an important area of research in second language acquisition. Researchers argue that WTC, which is said to reflect learners' communication tendencies, has a significant impact on their learning opportunities and hence on their ultimate language achievements (Kang, 2005; MacIntyre et al., 2001). Previous work on WTC has, however, focused on learners' willingness to enter communication as an index of their language learning outcomes. Systemic functional linguistics recognises an utterance as an intersubjective act that positions both speaker and listener (Halliday, 1994); and further that meaning unfolds dynamically across a text (Martin & Rose, 2007). Accordingly, this paper argues that while initiating communication is a key to engage in interaction, learners also need to learn how to respond and to negotiate dialogic space through subsequent moves in order to benefit from the learning opportunities afforded in social interaction.

The data are drawn from case studies of group work in two English language learning settings: one involving young ESL learners in an Australian primary school, and the other EFL learners in a Thai university. Drawing on analysis of choices from Speech Function and Appraisal systems (Eggins & Slade, 1997; Martin & Rose, 2007; Martin & White, 2005), the paper attempts to map out some of the linguistic resources deployed by second language learners as they enact reciprocity and co-construct affective environments in classroom dialogue. The paper also provides insights into contextual aspects that foster WTC and makes suggestions about what ESL/EFL teachers may do to engender learners' WTC.

**Key terms:** appraisal, second language acquisition, social interaction, speech function

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CHENG, W

***The Interactivity between “Event” and “Attitude” in the Legal Discourse***

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**Abstract:** The legal discourses attract more and more attention thanks to the development of Forensics. The core factors in the legal discourses are supposed to be legal event and the attitude towards it. This paper studies the roles play by the two factors in the construction of legal discourse. By analyzing legal discourse in the framework of appraisal theory, we propose that the construction of legal discourse is dependent on legal event and legal procedure, which represents the objectivity of the discourse. Meanwhile, legal discourse is dependent on attitudes of the legal people involved in the event, which represent the subjectivity of the discourse. The resultant forces of event and attitudes work interactively in the legal discourse.

**Key terms:** legal discourse, appraisal theory, legal event, attitudinal direction of fit

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CHENG, X

***Language as a Mental Tool: A Functional Perspective on the Value of Learning Additional Languages***

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**Abstract:** This article aims at rethinking of the value of learning additional languages by relating the Vygotskian view of language as a mental tool to the functional perspective on language (Halliday, 1994). The article argues that learning additional languages helps to further promote learners' cognitive development because learning a new language is about much more than acquiring a new tool for communication, it's about acquiring more mental tools. Language learning is about acquiring new conceptual knowledge and/or modifying already existing knowledge as a way of re-mediating one's interaction with the world and with one's own psychological functioning (Lantolf and Thorne, 2006). In other words, "language is the representation of experience in the form of knowledge. Language constructs reality. Different languages embody different realities" (Halliday, 1988). Learning additional languages provides a chance to see the world through a different lens. Learning additional languages at an early age opens up a whole new dimension for children: it greatly benefits their reading and writing in their own language. Therefore, language education is not just about language. It's about making a person a better thinker.

**Key terms:** functions of language, learning additional languages, cognitive development

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CHOI

***A Study on Logical Meaning in Korean***

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**Abstract:** This paper presents major findings from my study that investigates linguistic resources for logical meaning in Korean. Taking into account its roles in discourse, logical meaning has received little attention in the context of the Korean language. In addition, under heavy influence of traditional grammars, logico-semantic relations in the language are explained either as coordination or embedding in most of recent Korean grammar books (Suh 1994, Lee 2004). However there is much in such complicated phenomenon of language that cannot be explained with only “two categories at our disposal” (Matthiessen and Thompson 1998: 282). The present study attempts to challenge the existing claims on linguistic resources that realize logico-semantic relations in Korean and suggest a broad picture of the Korean clause complexing based on the Systemic Functional Grammar. The main data of this study is Chapter 7 of Gospel of John of the Bible: two Korean translations, two English translations and the Greek original text. Focusing on the Korean texts, this paper also discusses how different chunks of information make a difference in meaning (Thompson 2004) and examine if there are any patterns of clause complexing found in the Korean versions.

**Key terms:** logical metafunction, clause complexing, embedding

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## CLARKE

### ***The Systemic Functional Linguistic Concept of 'Register' As a 'General Corpus' Compilation Blueprint. The Proposal and Some Interim Problems.***

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**Abstract:** Malinowski (1923) observed how immediate situational factors influenced the nature of language use. He coined the term 'context of situation' to explain this level of context where language and immediate situation were sensitive to each other's presence. Taking on Malinowski's insight, Halliday (e.g. Halliday, 1978) not only showed exactly which such situational aspects influenced which dimensions of the language system but, further, he showed this relationship between context and language to be systematic to the point of strong deductive prediction (Eggins, 1994: 52). The term 'register' is frequently adopted to explain language variety determined by situation.

My wider research project aims to model the phenomenon of ellipsis within the lexicogrammar of a SFG. Compiling a corpus of data for the basis of this work, a value was placed on entertaining some notion of 'general' or 'representative' language (Sinclair, 1991: 14 & 17) as the corpus blueprint. Taking a socially-purposeful view of language, it is apt that my orientation to the notion of 'representative language' takes context as its point of departure. As such, I have sought to use the notion of register as an identifying checklist of diatypic text types that require inclusion into my corpus. The value, then, of such a representative corpus is its ability to reveal the significance of contextual factors in determining the occurrence of elliptical structures; this accountable within the architecture of an SFG (a la Nesbitt & Plum, 1988).

In this talk I shall state in more detail the premise for a 'general corpus' drawing on the concept of register. I will also detail three working problems that have come as consequence of the corpus design: (1) tension between representing more delicate register variables and including only complete texts; this decision itself tempered by both a desire to balance the corpus to reflect relative prominence along diatypic variation whilst bearing in mind the pressure of economy of labour; (2) opposing contextual variables whose behaviour is more cline-like (Poynton, 1985: 76); and (3) recognising where Field, Tenor and Mode variable interactions lead to significantly rare or impossible language events. Though I offer tentative resolutions in each case, I am also keen to seek the advice of my esteemed fellow SFL researchers in the responses to my presentation, not

least of all because I hope to make a plain-text version of the final corpus available to the SFL community for others' research projects.

**Key terms:** register, field-mode-tenor, corpus compilation, corpus representivity and balance

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## COFFIN

### ***Learning How to Mean in an Undergraduate Course: A Systemic Functional Analysis of Two Pedagogic Sites***

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**Abstract:** This paper uses SFL analysis to explore online conferencing and writing for assessment as two distinct but related pedagogic sites. The research presented builds on work conducted in the context of two funded projects. Both these projects concerned the use of text based asynchronous conferencing as a new pedagogic tool for the teaching and learning of disciplinary knowledge. Initially, drawing on Eggins and Slade (1997), the research focused on developing a method of analysis which could account for the hybrid nature of text-based dialogue and used this to gain an overall sense of patterns in genre moves (see North et al 2008, Coffin et al. 2009). This made it possible to identify areas

that merited further investigation, including the different patterns of engagement displayed by more and less successful students.

This paper attempts to make connections and comparison between how students use language to make meaning in the online conferences and how they use language in their written essays. Using a case study approach to focus on three more successful students and three less successful students in an undergraduate course in complementary and alternative medicine, it uses close linguistic analysis to consider the questions:

How do successful students make meaning – in the online conferences and in their essays?

How do less successful students make meaning - in the online conferences and in their essays?

What are the key differences? What do tutors do (and what could they do) to intervene in the online discussions to help less successful students develop their meaning potential?

In order to enrich the explanation the paper will also consider the role played by disciplinary knowledge structures (Christie and Martin, 2007) which operate within the practice based academic discipline (Health and Social Care) in which students were engaging.

**Key terms:** text based conferencing, disciplinary writing, knowledge structures

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## CUMMINGS

### ***Grammatical Metaphor in Old English***

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**Abstract:** The aim of this paper is to apply the framework of systemic functional linguistics to the investigation of grammatical metaphor in Old English.

Types of grammatical metaphor in modern English have been associated with various metafunctions: with the ideational metafunction, the grammatical metaphor of nominalization; with the interpersonal metafunction, the grammatical metaphors of modality and speech function (Halliday and Matthiessen 2004:613-658). In addition, Thompson proposes that two extended thematic structures are grammatical metaphors, namely, thematic equatives and predicated Themes (2004:235-236). Applications of the theory of grammatical metaphor can be made in the descriptions of a variety of discourse types (Simon-Vandenberg, et al. 2003).

As in modern English, Old English forms deverbal nouns to represent processes as entities. Some of these nominalizations are realized with a grammatical suffix, as in modern English, but some are realized by formation as a weak noun. Participants in a nominalized process are often realized as modifier elements in the nominal group structure headed by the nominalized process. As in modern English, an Old English clause with a nominalized process as one of its participants may not need a lexically significant process of its own. In modern written English, a high frequency of nominalizations would be associated with officialdom and scientific reporting. Something like this happens in Old English, where sophisticated theological discourse shows a relatively high frequency of nominalization.

In Old English as well as modern, modal responsibility, either that of the speaker/writer or that of the way things are, may be made explicit by means of a projection, with the substance of the utterance conveyed in the dependent clause. Old English also shows a variety of non-congruent realizations of speech acts in which the form of one type serves in the realization of another. Statement, question or command forms all serve at various times to realize one or another of the contrasting speech acts.

Thematic equatives and predicated Themes, representing textual grammatical metaphor, are rare in Old English, but can be found.

**Key terms:** grammatical metaphor, old English, metafunctions, nominalization, modality, speech act, thematic equative, predicated theme

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DAI

***Temporal Conjunction and the Reconstruction of Transitivity in Translation***

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**Abstract:** This paper studies the cohesion and coherence of three Chinese translations of *Three Days to See* through analyzing the temporal conjunction and the reconstruction of transitivity in the three versions under the framework of Functional Linguistics. It also discusses the role of the translator in construing coherence in the translation and argues that coherence is not only one of the criteria for evaluating translation but also an issue that translation practitioners need to pay more attention to.

**Key terms:** Translation, translator, cohesion, coherence

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( 5 ) .

DENG, L

***A Study on the Interpersonal Meaning of Language on ClassNet of Tsinghua University***

**Presenter:** Lin DENG

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**Abstract:** Many linguists previously have studied the interpersonal meaning of language. According to M.A.K Halliday, the interpersonal metafunction enacts social relationships. Interpersonal meaning is described as “meaning as a form of action: the speaker or writer doing something to the listener or reader by means of language.” In order to express a certain meaning, people tend to choose among different expressions during the process of communication. Communication includes both spoken language and written language. As a result of the Internet’s development, however, computer-mediated communication (CMC) has extended its reach as a carrier of interpersonal meaning. CMC shares many of the characteristics of spoken and written language. I will show how there are various strategies which can be employed to project interpersonal meaning via the Internet. The previous research on interpersonal relationships in CMC has focused on media studies, social psychology and social ethology, but there has been little research which analyzes interpersonal relationships from a strictly linguistic point of view. Most linguists focus on the CMC spoken-written duality, not the interpersonal relationship.

I have carried out my research within the theoretical framework of systemic-functional grammar. The research is based on the data provided by the discussions on the Tsinghua University ClassNet. The results show that the participants in these Internet discussions DO adopt linguistic devices and strategies such as modality, person system, politeness strategies, etc. to maintain a virtual interpersonal relationship. Here I mainly study how the students realize the interpersonal metafunction of language namely in interpersonal metaphor, especially “I think”. This study seeks to provide a linguistic perspective for CMC study. At the same time, the study shows EFL learners how the English language has

different forms and different functions to help them learn English better.

**Key terms:** interpersonal metafunction, ClassNet, CMC

DENG, Q

***An Analysis on the Evaluative Functions of Relational Clauses***

**Presenter:** Qinghuan DENG

**Affiliation:** GanNan Normal University, China

**Abstract:** Based a self-built corpus of academic English writings and short stories, this paper explores the evaluative functions of relational clauses. It first compares different theories on the semantic features of “be”. Then it argues that evaluation meanings in relational clauses are expressed through process verbs, the specific point of view of relational clauses, or the context in which relational clauses are used.

**Key terms:** relational clause, evaluation, point of view, context

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DONG, M

### ***Praxis-oriented Social Semiotic Model of Genre***

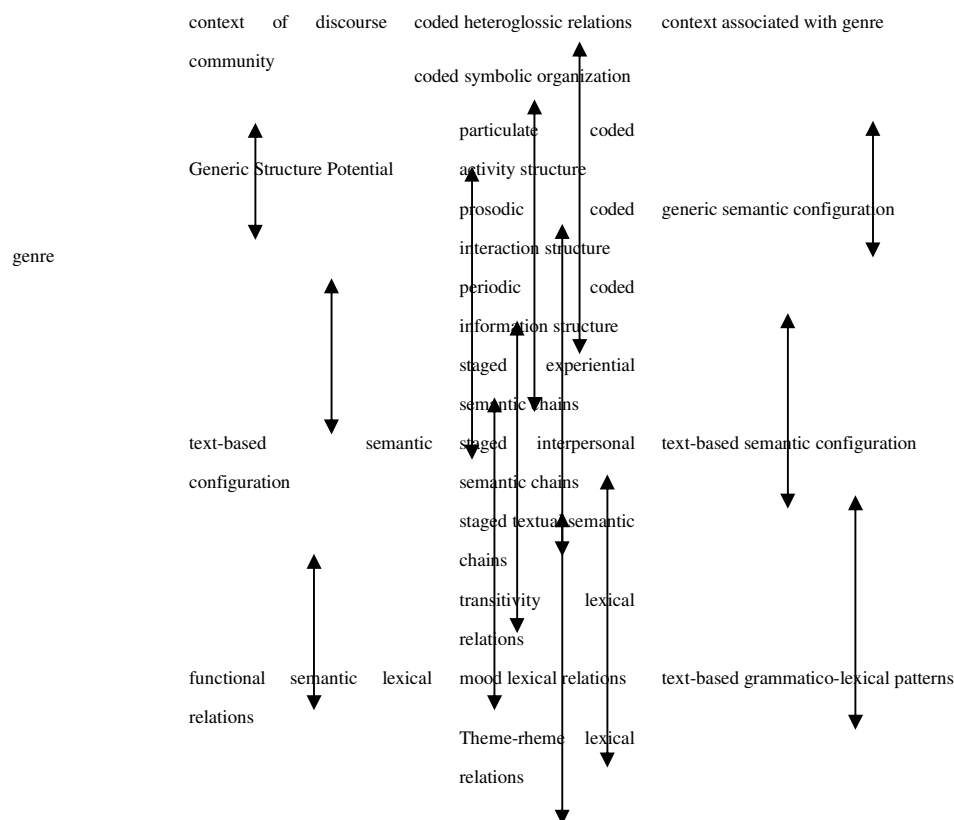
**Presenter:** Min DONG

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**Abstract:** On the basis of the comparison among five representative approaches to genre analysis, a new praxis-oriented social semiotic model of genre is constructed in the present study, whereby genre is defined generic semantic configuration construing the functional relationship between context of discourse community and text-based semantic configuration, with the former formulated as a semiotic configuration comprising three contextual variables of coded social practices, coded heteroglossic relations between discursive subjects of a particular discourse community and coded semiotic organization, and the latter formulated as the integrated functional semantic organic whole comprising generic structure semantic patterns and staged semantic chains on the three metafunctional dimensions. This framework is graphically represented as follows:

coded social practices



**Key terms:** praxis-oriented social semiotic view, context of discourse community, code, text-based semantic configuration

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## DREYFUS AND JONES

### ***Mapping Place: Further Delicacy in Circumstantiation***

**Presenter:** Shoshana DREYFUS, Pauline JONES

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**Abstract:** This paper argues for the need for further levels of delicacy within the category of circumstance, within the system of Transitivity (Halliday & Matthiessen 2004). In particular, it focuses on circumstances of place, which have been found by researchers to be difficult to classify (Dreyfus & Jones 2008, forthcoming).

The presentation describes the background to the work, providing the problematic

examples that were the catalysts for the work. It shows a number of texts from educational contexts in the fields of English and History where circumstances of place frequently occur. These texts feature circumstances of place ranging from those most concrete and physical to others that capture the range of social, symbolic and metaphoric places where human activity occurs. These latter places, we argue, are inadequately captured in the existing single category of 'location: place'. The paper then presents a more delicate description of circumstances of place typologically as well as topologically in order to show how further levels of delicacy are useful both for the analyst as well as for teachers and students engaged in close readings of texts.

**Key terms:** transitivity, circumstantiation, semantics, grammar

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## DREYFUS, MAHBOOB, ET AL

### ***The Scaffolding Literacy in Academic and Tertiary Environments (SLATE) Project: Using Sydney School pedagogy in embedded literacy support for international students studying in English***

**Presenter:** Shoshana DREYFUS, Ahmar MAHBOOB, James MARTIN, Sally HUMPHREY

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**Abstract:** This paper introduces the Scaffolding Literacy in Adult and Tertiary Environments (SLATE) project, which is an on-going action research project that aims to scaffold the academic literacy skills of students from non-English speaking backgrounds studying at an English medium university in Hong Kong via the use of an online learning environment. The SLATE project uses an *applied linguistics* framework in that it builds on and extends a theory of language to respond to a real-world problem.

In many ways, the SLATE project can be seen as a third generation Sydney School

(Green & Lee, 1994) literacy project as it draws on theories of genre (Martin 1993, Kress 1993) and register (Halliday 1985, 1991) within the Systemic Functional Linguistics (SFL) tradition.

In this paper, we will outline the broad principles and knowledge that this project draws on, and share both the unique contributions that this project makes and some of the challenges that it poses to current theories in educational linguistics. The paper will first outline the theoretical dimensions of the project and will then report on experiences from one particular course supported by the project.

**Key terms:** Sydney School Genre pedagogy, academic literacy, online learning, scaffolding,

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## DURÁN

### ***A Study of However in Research Articles from a Systemic Functional Perspective***

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**Abstract:** *However* has been given as an example of a particle of concession, which, within Appraisal Theory (Martin 2000, Martin & Rose 2003, Martin & White 2005) is considered one of the subcategorical terms in the engagement system. The aim of this paper is to design a classification of its different uses in Research Articles in Systemic



Functional Linguistics. I will focus first on the position of the concessive particle within each of the 113 articles published after 34<sup>th</sup> and 35<sup>th</sup> International Systemic Functional Conferences held in Odense 2007 and Sydney 2008, respectively. Finally, contextual elements will be taken into account in order to contribute to the disambiguation of the taxonomy designed.

**Key terms:** appraisal theory, concession, *however*, research article.

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## DWI-NUGROHO

### ***Australian Media Representation on Indonesia as Seen from the Appraisal Analysis***

**Presenter:** Aylanda Hidayati Dwi-Nugroho

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**Abstract:** The Appraisal framework (Martin 2000; Martin and Rose 2003, 2007; Martin and White 2005) is applied in analysing the Australian media representation on Indonesia in some news items published in Sydney Morning Herald and The Age in 2008. Two topics of the news items are "The Death of Soeharto" and "The Truth Commission's report on East Timor". The purpose is to observe how representation is made and in what sub-types the positive and negative representation is. The result shows that the representation in these topics is generally negative, although the subtypes are different. In the first topic, positive and negative Appreciations are generally high. In the second topic, the representation is very negative in the Moral Judgement. It can be concluded that media representation can be made specific by applying the Appraisal framework.

**Key terms:** Appraisal framework, Media Representation, Attitude, Affect, Moral Judgement, Personal Judgement, Appreciation

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## ESPINDOLA, E

### ***The character's point of departure: Yoda's thematic choices***

**Presenter:** Elaine B. ESPINDOLA

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**Abstract:** The study at hand is part of an ongoing PhD research which is carried out from the Systemic Functional Linguistic perspective to discursive approaches to translation. In this context, this study aims at exploring one of the main systems of the textual metafunction, namely, the THEME and its structure within the text. Halliday and Matthiessen (2004) state that the order of words in a clause plays a fundamental role in realizing the meaning making potential of the utterances and the choice of the element to be fronted marks the point of departure of the message. The data source of this study consists of the North-American series of films Star Wars (George Lucas) with a focus on the spoken dialogues (source text) used by Master Yoda in the five episodes of the series in which the character has made his appearance. For the purposes of the present study the focus of attention will be given to the source text so as to establish the extent to which the spoken dialogues of the character under investigation conform with the systemic description of THEME in English (ibid). If this should not be the case, what is the thematic pattern construed by the character under analysis? Partial results suggest that Yoda's discourse realizes THEME differently from English leading to a thematic structure of his own.

**Key terms:** textual metafunction, THEME, Translation Studies, Star Wars

FANG

***Language and Disciplinary Literacies: Implications for Content Area Reading Instruction***

**Presenter:** Zhihui FANG

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**Abstract:** The paper will discuss how language varies across different secondary school subjects and the implications of such variations for content area reading instruction.

As students move from elementary to secondary schools, they are increasingly challenged by academic texts in content areas such as science, social studies, mathematics, and language arts. These texts are constructed in characteristic patterns of language that present new forms, purposes, and processing demands for students (Fang & Schleppegrell, 2008). For example, science is often construed in technical and dense noun groups that promote certain ways of reasoning and thinking about the world.

Historical interpretations, on the other hand, are often constructed in nominalizations that conceal ideologies and values. Mathematicians use natural language, symbolic language, and visual display simultaneously to convey meanings. These different ways of using language arise from different disciplinary epistemologies and social practices. In order to succeed in secondary schooling and beyond, students need to develop differentiated literacy skills and strategies for interacting with the texts of each discipline (Unsworth, 2001). Content area reading instruction in secondary schools needs to respond to this challenge, going beyond its traditional focus on basic skills (e.g., phonics, vocabulary) and generalizable strategies (e.g., predicting, summarizing, think aloud).

The paper starts with a discussion of the different linguistic challenges involved in elementary versus secondary reading. This is followed by an illumination of the different ways language is used in key secondary content areas of science, mathematics, social studies, and language arts. Finally, a call is issued for moving secondary reading pedagogy beyond its current emphasis on basic skills and generalizable strategies to embrace an orientation towards helping adolescents develop discipline-specific literacies.

**Key terms:** disciplinary literacies, content area reading instruction, adolescent literacy

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## FAWCETT

### ***How Do We Choose Between Features in System Networks?***

**Presenter:** Robin FAWCETT

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**Abstract:** In Chapter 2 of *Alternative Architectures for Systemic Functional Linguistics* (Fawcett forthcoming 2009), I identify ten challenges that face SFL (and other theories of language) in the twenty-first century. Here, however, I shall focus on the particular challenge posed in this paper's title. It is a question which inquirers into SFL will ask with increasing persistence as the 21st century advances - and which systemicists too often ignore.

This paper will draw on *Alternative Architectures* - and so on the work of many past colleagues at Cardiff (including, from China, Francis Lin and Huang Guowen) - as it summarizes the five answers to the question suggested by systemicists, and then sketches in the main components of an overall model of language and its use that builds on the best of these proposals. Any such architecture must be sufficiently full to embrace both (i) the cognitive-interactive aspects of communicating through language foregrounded in the Cardiff version of SFL and in Natural Language Generation, and (ii) the socio-cultural concerns foregrounded in the Sydney version of SFL. And it must be sufficiently explicit to be testable by being implemented in a computer (as many components have been, in the COMMUNAL Project at Cardiff). Specifically, the paper will describe and illustrate the way in which microplanners 'consult' relevant aspects of the belief system to reach decisions that predetermine the 'choices' in the system network.

For a recent introduction to the Cardiff Grammar - and so to an understanding of the level at which the system networks for TRANSITIVITY, MOOD, THEME etc operate - see Fawcett 2008a. And for versions in Chinese and Spanish, see Huang et al 2008 and Fawcett 2008b.

**Key terms:** system network, choosing, architecture, language and its use

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Fawcett, Robin P.,(forthcoming 2009). *Alternative Architectures for Systemic Functional Linguistics: How do we choose?* London: Equinox.

## FENG

### ***The Logical Nature of Modality in Functional Grammar***

**Presenter:** Zongxin FENG

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**Abstract:** From the logical relations between propositions that claim necessity or possibility or impossibility, this paper discusses how Halliday's functional theorization of "modality" (with intermediate possibilities between positive and negative poles) has revealed important aspects of natural language. In view of Lakoff's study of fuzzy boundaries for a criticism of truth-conditional semantics for dividing sentences into either true or false, the discussion focuses on Halliday's comprehensive characterization of the "third" values, and concludes that it is based on modal logic, both traditional and modern, that Halliday develops his theory of modality for formal description and functional explanation of natural language.

**Key terms:** modality, polarity, modal logic, functional grammar

## FERREIRA

### ***Genre Instruction in Flamenco Dance As a Foreign Language***

**Presenter:** Alfredo FERRERIRA

**Affiliation:** Hitotsubashi University, Japan

**Abstract:** The study aims to investigate explicit, genre-based instruction in the context of global cultural flows, with particular attention to local approaches to the instruction of multimodal genres. In this talk, I introduce a unique case study of explicit instruction in dance, and some initial findings. The case is of a flamenco dance workshop, offered in a Canadian city, providing explicit instruction in a flamenco genre, *alegrías*. This approach

is distinguished from the more conventional methods based in teaching *pasos* or short sequences of dance movements that can be combined in a range of flamenco genres. It is hypothesized that *pasos*-based methods, originating in Spain, are adaptive in such contexts in which flamenco genres are more widely recognized, and less so in 'foreign language' sites such as Canada where distinctions between flamenco genres and their respective cultural meanings may be less clear to students. The focus in this talk is on the instructor's understanding and instruction of *alegrias* as a genre (Martin, 1993, Martin & Rose, 2008, Risner, 2000). According to the dance instructor, the value of the explicit approach is primarily generative: "So you see what this class is about. I want to focus on the structure so that you can do whatever you want." For students, it appears to provide resources for conceptualizing, organizing and valuing movement as a cultural practice of flamenco dance.

**Key terms:** genre, explicit instruction, genre debates, multimodality, Sydney school, popular culture and globalization, spanish dance

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## FIGUEREDO

### ***A Systemic Functional Description of Mood in Portuguese***

**Presenter:** Giacomo FIGUEREDO

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**Abstract:** This paper reports on a ongoing PhD research which adopts systemic functional theory and corpus analysis through and concordancing software, aiming at providing generalized descriptions to inform systemic functional research involving Portuguese. More specifically, this paper aims at describing the system of MOOD in Portuguese. Halliday & Matthiessen (2004) state that exchange is enacted in language through SPEECH FUNCTIONS which in turn are realized by the system of MOOD in the grammar. A corpus based on social-semiotic processes (Matthiessen et al., 2008) was collected and the grammatical patterns of SPEECH FUNCTIONS realization were

retrieved. It was possible to identify the functions of MOOD in Portuguese and describe them in the generalized form of system networks. Results indicate declarative MOOD realizes statements and questions and imperative MOOD realizes commands. The key element to MOOD choices in Portuguese is the Negotiator, it comprises two sets of functions: the Negotiatory Element and Negotiatory Particles. Moreover, the Negotiator is also responsible for propelling dialog in Portuguese. Negotiator functions will be presented in detail as well as how they are organized.

**Key terms:** speech functions, mood, description of portuguese

**References:**

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## FOREY, XU AND YU

### ***The Expression of "Care" in Call Centre Communication: Negotiation of Interpersonal Meaning in Bilingual Healthcare Contexts***

**Presenter:** Gail FOREY, Xunfeng XU, Wingman YU

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**Abstract:** The Information Technology Enabled Service (ITES) industry has become one of the fastest growing industries in Asia. This involves back office work, such as call centres, which are carried out through ITES recourses. Within this industry, and especially within the call centre sector, communication is a key domain. Studies have recently started to investigate the language of English call centre discourse, but very limited, if any, studies are available which focus on Chinese call centre discourse.

The purpose of present paper is to investigate the expression of 'care', i.e. interpersonal meanings construed through telephonic customer services call centre discourse in Cantonese (a Chinese dialect) and English. We will discuss the interactive nature of call centre discourse, and investigate the multifaceted features which contribute to the construal of 'care' in both Chinese and English call centre interaction. We combine a corpus-based and lexicogrammatical study, focusing specifically on applying Appraisal Theory, in order to compare the linguistic and interpersonal features of English and

Cantonese call centre communication. The data, 100 English and 100 Cantonese calls, were collected from a Hong Kong healthcare insurance organization. Emerging features from the Cantonese data reveal that end particles and other features are frequently used to construe interpersonal meaning, which are quite different from the resources used in English. The findings of the present study have useful implications for academia, the healthcare and service industry, pedagogy and training.

**KEY TERMS:** appraisal theory, call centre communication, corpus linguistics, evaluation, healthcare, interpersonal rhetoric

## FUJITA

### ***A Contrastive Study on Process Types between English and Japanese: Difference in Similar Experiences***

**Presenter:** Toru FUJITA

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**Abstract:** To point out that there are minute differences for seemingly similar process types in different languages. Lexicogrammatical studies both in English (Halliday and Matthiessen, 2004) and Japanese (Tatsuki, 2008)

It is suggested in SFL that the grammars for particular languages should be developed to explain appropriately the texts in various languages. This is partly because the theory considers languages to be manifestations in the cultures where they are spoken. One of the grammars in SFL that analyse a particular language, specifically Japanese, is the Kyoto Grammar (Tatsuki, 2008), so that this paper will discuss the necessity of particular grammars by comparing similar experiences in English and Japanese.

The process types of Japanese analysed in the Kyoto Grammar, for example, include the covert process, which is very roughly similar to the mental process in English (Halliday and Matthiessen, 2004). Despite their sharing similar experience, such as cognition and perception, they exhibit different grammatical behaviours about the present in present. While English mental process is not usually used in present in present, the Japanese counterpart is unmarkedly used with the present in present (Fujita, 2009).

Such grammatical variety implies that there do exist minute differences between the seemingly similar experiences in two languages. It appears, therefore, that even the almost the same experiences in two languages should not be treated as the same, so that the particular grammars are necessary that are appropriate for particular languages.

**Key terms:** dialect, English-Japanese contrastive study, lexicogrammar, the Kyoto



Grammar, process type

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## GAO

### ***Metonymy and Metafunctions in Discourse***

**Presenter:** Cuiyu GAO

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**Abstract:** Metonymy has been regarded primarily as a conceptual phenomenon whose pervasiveness is manifested in language in the framework of cognitive linguistics. The conceptual metonymy is studied from different perspectives, such as the cognitive mechanisms of metonymy, the classification of metonymy, the relationship between metaphor and metonymy. However, few researches focus on the effect of metonymy on metafunctions of language in discourse. But in fact, the linguistic development of discourse is a reflection of cognitive process and way of thinking. Therefore, the paper follows the research question to give a pilot study. First part is a brief introduction about metonymy in cognitive field. The next part mentions the realization of cognitive metonymy in discourse. The third part focuses on the effect of metonymy on the development of discourse based on the cognitive mechanism of metonymy. Finally it comes to the conclusion part: metonymy plays a role on the development of discourse: in the aspect of linguistic form, metonymy makes the language short, concise and easy to understand ; in terms of metafunction, metonymy contributes to meaning accessibility, commutative inference and discorsal coherence.

**Key terms:** metonymy; cognition; metafunctions; discourse

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## GONG and ZHANG

### ***Tenor in Weather News: A Case Study of Interpersonal Meanings***

**Presenter:** Changhua GONG, Xiaochun ZHANG

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**Abstract:** Tenor is the negotiation of social relationships among participants. Within register, it is the projection of interpersonal meanings. Tenor in weather news involves who are taking part in the interaction and what kinds of relationship among the interactants. In the study, three dimensions of tenor are analyzed. The study also summarizes the lexicogrammatical features of the weather news and how they contribute to the realization of the interpersonal meanings.

Weather news in the newspaper is in a written form. The situation with written language is somewhat different because the readers' response cannot have the same function in contributing to the exchange as in speech. Since the data is from a Chinese newspaper, the texts are in Chinese. There exist some differences in structures between Chinese texts and English texts.

**Key terms:** weather news, tenor of discourse, interpersonal meanings,

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## GREIG

### ***Enacting Interdisciplinarity in the Melbourne Model: Senior Tutors' Pedagogic Discourse***

**Presenter:** Joan GREIG

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**Abstract:** In 2008 The University of Melbourne began implementation of the Melbourne Model, its new vision for higher education in Australia, and six broad undergraduate degrees were introduced. This paper aims to examine how the language of senior tutors constructs the pedagogic subject in one of these new degrees, the

Bachelor of Environments. According to the handbook this degree aims to 'replicates the interdisciplinary nature of real-world projects'.

The focus on interdisciplinarity in this degree marks a significant change in how senior tutors develop and deliver the curriculum. This change involves recontextualization and reclassification of knowledge (Bernstein, 1990), where tutors must maintain the intellectual rigor of knowledges (Maton and Muller, 2007) and knowledge structures (Martin, 2007; Maton, 2007) while affirming the permeability of boundaries between disciplines. The paper will analyze how the enacted interdisciplinarity in the core subjects of a new interdisciplinary degree reflects the 'innovative and integrative thinking' (Bachelor of Environments) in constructing the pedagogic subject.

This research uses Christie's model of curriculum genres (2002, 2000) to situate and frame these university tutorials. It also uses aspects of Halliday's Systemic Functional Linguistics (SFL) to analyze how the language of the senior tutors and students construes the pedagogic discourse. Interviews with the senior tutors will provide additional insight into the analysis of the pedagogic discourse.

**Key terms:** pedagogic discourse, pedagogic subject, interdisciplinary, curriculum genres

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HE, H

***Complementarities in Language as Art***

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**Abstract:** Haliday (2008) proposes three complementarities in language, i.e., language as system and language as text, lexis and grammar, and speaking and writing. This is supported by an exploration into language as art, or language in painting and drawing texts, literary texts, or educational texts. The artist, writer, or textbook compiler is very likely to draw on what he has in his mind (system) as the starting point for his construal of a specific text of any of these types (text), choose between speaking and writing, construe his meanings in terms of lexis (vertically) or grammar (horizontally).

In addition, to achieve the end of art, he also tends to make other complementarities as his critical strategy in his creation; he works between two (very often, opposite) poles of meaning, between mental and physical worlds, between tradition and non-tradition, between familiarity and alienation, between universalism and particularism, between good and bad, between facts and non-facts, between normality and abnormality, between yes and no, between big and small, etc., experientially, logically, interpersonally, and textually. For him, his success often depends on the uniqueness of his work, which is in turn determined by his selection between complementarities at his disposal. Usually, the more distant the complementarities are from each other and the more satisfying they are to the psychological needs of his target consumer, the more desired effect they will have.

**Key terms:** systemic functional linguistics; complementarity; language as art

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HE, J

***Challenges of Register Theory and Practice ---A Cross Language and Culture Study of Horoscope Genres***

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**Abstract:** Astrology is regarded as pseudo science by most people. However, Astrology is attested to by an enormous range of followers across historical eras and cultures. In a sense, we could claim that Astrological genres are extremely successful. We need to ask, furthermore, why it is that people turn to Horoscope while hold that Astronomy is the authentic science.

In recent decades, lexical and grammatical persuasion as well as pragmatic factors of Astrological texts have been investigated. However, the cross cultural differences and cultural role of Astrological registers has been relatively neglected.

In this study, systemic functional grammar of Halliday is applied to a cross language and cross cultural analysis of Horoscope Genre, in order to reveal the function of the Astrological semiotic system and the cultural patterns of rational and irrational beliefs in everyday lives.

In examining websites on Astrology across four languages (Chinese, Japanese, English and German) for linguistic studies and cultural comparisons, this study poses a challenge to the theory and practice of register. The first is language variation according to the application of linguistics theories of register. The second is tri-stratal comparison cross cultures and languages. The third is using SFL in new media studies.

In this paper, I report the first stage of a register profile that I arrived at.

**Key terms:** SFL, register, horoscope genre, context, semantics, lexicogrammatical choice, cross language and cross cultural approach

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HE, W

### ***Tense in Different Types of Discourse***

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**Abstract:** This paper is intended to explore tense phenomena in different types of discourse, i.e., Narrative, Description, Report, Information and Argument, which differ in three aspects — types of entities they introduce into discourse, tense uses and progression patterns (see Smith 2003). Roughly speaking, Matthiessen (1995: 740-745) has made a study of tense selections in three types of discourse, which are as follows: narratives usually invite a default tense selection, i.e., the simple past tense, reports may concern different basic tense selections with different segments, travel itineraries will refer to temporal frames indicated by temporal circumstances for tense selection as the discourse unfolds. From Matthiessen's studies, we can see that elaboration on causes is not given proper attention that are involved in different tense selections in different types of discourse. What is more, his description does not exhaust all the types of discourse. Therefore, in order to make the description of tense within the Systemic Functional Grammar framework as comprehensive as possible, we will first of all in this paper look into tense selections in different types of discourse through illustrations of specific passages. It is likely to be found that usually different types are characterized by different tense selections. Narrative and Description usually involve a default tense, whatever it is — the simple past, present or even future, Report, Information and Argument enjoy much freedom in the choice of basic tenses, and the shifting of tense is not uncommon in these types, which is different from Narrative and Description. Then we will address the issue of temporal interpretation in these types of discourse. It will be made clear in our study that the interpretation of tense should not be confused with that of the temporal relationship between events. Tense in whatever type is deictic, but the temporal order of events cannot be told directly from tense, and it rests with the overall aspectual meaning of the involved clauses and other semantic and pragmatic factors. And finally, we will touch upon the progression of passages in the types of discourse. It will be pointed out that generally speaking, passages in different types of discourse do not advance in the same way. Narratives progress with bounded events together with explicit temporal circumstances, descriptive passages develop with unbounded events, reports move



forward with the change of sub-topics, and information and argument passages advance with logico-semantic relations. The scrutinization of these three aspects of tense phenomena in discourse will contribute to a good understanding of tense in various types of discourse.

**Key terms:** (English linguistics) tense, types of discourse, selections, interpretation, progression

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## HERKE

### ***“Really, what are the options?” Doctor language in the ED context: Coaxing patient alignment and compliance.***

**Presenter:** Maria HERKE

**Abstract:** In this paper, I demonstrate the way in which interpersonal language choices by the doctor can successfully impact the degree to which a patient can be coaxed into aligning and complying with proposed treatment options.

Drawing on data collected from the Emergency Department Communication Project, an ARC-funded Macquarie / UTS collaborative project, the paper focuses on extracts of patient – doctor interactions during ED visits to major NSW teaching hospitals. Selected extracts will enable an exploration and comparison of the different strategies used for negotiating treatment options.

My findings suggest that if the doctor, when outlining treatment options, includes specific selections from interpersonal language systems in the patient interaction, then the patient responds with positive language choices and a clear understanding of the doctor’s message. This positive language from the patient suggests acceptance of the suggested treatment plan and promises a greater likelihood of future patient compliance to the plan. However, if such systemic language choices are overlooked by the doctor, then the patient responds with negative language choices, indicating potential resistance to the doctor’s suggestions. One important outcome of this research is that, having been explicated, the set of language choices provides an accessible resource for all clinicians who wish for more successful outcomes in their patient interactions.

**Key terms:** interpersonal metafunction, health communication, sfl, systemic functional

linguistics

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## HIIPPALA

### ***Modelling Genre in Print Media: Applications in Discourse Analysis***

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**Abstract:** The paper aims to show how the Genre and Multimodality (GeM) model may be used for discourse analysis of tourist brochures, and to analyse how the representation of the destination is construed in both language and image in this particular print media genre.

The GeM model (Bateman 2008) presents a framework for modelling multimodal genre in print media, with emphasis on developing empirical methodology for multimodal analysis. The model implements a detailed, multi-layered analysis, aiming for a comprehensive account of the use of language and image in a layout by assigning elements to analytical units based on their functionality. In this aspect, the approach differs from its predecessors (such as Kress and van Leeuwen 2006), which have

traditionally relied on methodologies integrating the analysis of multiple semiotic resources. These approaches have been successfully applied to multimodal discourse analysis of diverse data.

The paper discusses the empirical approach adopted by the GeM model as an alternative or complementary approach to the previously developed methodologies for multimodal analysis, focusing on its applicability in discourse analysis, a field where the integrative approaches have proven successful in the past. The aim of the paper is to show how the GeM framework can be used in discourse analysis to identify structures that are typical to tourist brochures: a prototypical model of the print media genre may then be used as the context for further investigation into how language and image are used in the particular print media genre to represent the destination.

An analysis of a series of five brochures advertising locations within the city of Helsinki, published between 1967-1988 is used to illustrate the advantages and challenges of applying the model. The paper discusses issues that extend across the multiple layers of the model, ranging from base unit segmentation and the level of detail in analysis to the cohesive ties in language and image, and their role in the rhetorical structure of the brochures. The results show that while using the model in discourse analysis requires negotiating a balance between the depth of analysis and the focus of the study, the model is capable systematically describing how language and image are used across multiple layers of the model in this particular print media genre.

The findings imply the need for further studies with larger corpora, in order to work towards a description of genre in print media, which accounts for both relations between genres and the deployment of semiotic resources within them.

**Key terms:** multimodality, discourse analysis, methodology

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HONG, C

***An Investigation of Metadiscourse both in Spoken and Written English among Chinese Learners***

**Presenter:** Chan HONG

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**Abstract:** The investigation is based on the SWECCCL corpus, with the second-year university students of English major in China as subjects. Grounded on Hyland's classification of metadiscourse, the number of the interactive metadiscourse and the interactional metadiscourse both in SECCL and WECCL is accounted respectively. The result is as follows: the interactional metadiscourse is preferred in spoken English and the interactive metadiscourse is preferred in written English. Moreover, lots of personal pronouns are used in both spoken and written English. So the personal pronouns are categorized to the interactive metadiscourse in this paper. With respect to the interactive metadiscourse, spoken English prefers personal pronouns such as *I, you, we*, and boosters such as *must and should*, and attitude markers such as *I think*, and hedges such as *maybe, perhaps*. Although many personal pronouns are used in written English, the number of personal pronouns is smaller than that in spoken English. The written English is prone to use boosters such as *according to*, and hedges such as *may and possible*. However, the hedge such as *might* is seldom used in both spoken and written English. In regard to the interactive metadiscourse, spoken English is liable to use transitions such as *but, now, mean*, while written English prefers transitions such as *first, second, finally, because and conclude*. The study shows that spoken English prefers to use interactional metadiscourse, while written English prefers the interactive metadiscourse. It gives some suggestion that English teachers instruct their students to use the two kinds of metadiscourse appropriately according to the characteristics of spoken and written English.

**Key terms:** metadiscourse, spoken English, written English

HONG, H

***Toward a Genre-Based Approach to Old English Texts: A Systemic Functional Approach to the Old English Mystery Particle *þa****

**Presenter:** Hyo-Chang HONG

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**Abstract:** The purpose of the paper is to examine the possibility of classifying Old English texts into different genre types based on Martin & Rose's genre research and classification (2008), and to investigate the ways in which OE discourse markers contribute to OE genre structures—in particular the mystery particle '*þa*' (Longacre, 1976). The data used for the analysis consist of 60 annals collected from *The Parker manuscript of the Anglo-Saxon Chronicle*, the oldest surviving Anglo-Saxon Chronicle manuscript.

A wealth of OE discourse studies in non-SFL linguistics traditions have shown that from verbal morphology to the use of particles, conjunctions and adverbials, contextual factors play a crucial role in the narrative organization of OE texts. In comparison, most of the current work in SFL has focused primarily on contemporary texts, and there have relatively been few diachronic studies using this framework. Michael Cummings (1995/1996), Martin Davies (1996) and David Banks (2008) are among those who have examined various aspects of older stages of English. From an SFL genre perspective, however, despite the number of both non-SFL and SFL-based historical research, it is not yet known how such discourse markers serve different functions in the way that genres are structured in OE texts, nor is it clear if they are related to different genre types and structures. What also remains rather unclear in the current OE discourse research is the traditional classification of a number of texts as narrative.

The paper will discuss the findings of the OE genre classification research in relation to the functional use of the particle ‘*þa*’. It will also examine some of the discourse-semantic patterns that are used in the genres under consideration.

**Key terms:** discourse analysis, discourse semantics, genre analysis, narrative, old English

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HONG, J

***Ideology and Intertextuality in McDonald's CSR report***

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**Abstract:** The presentation aims to discuss how McDonald's ideologically and intertextually (re)constructs its social identities and relationships in responding to a variety of social voice and opinions around fastfood business, through analysis of transitivity and appraisal from a Critical Discourse Analysis (CDA) perspective.

McDonald's business practice has been a prime target of criticisms particularly on 'obesity', 'environment' and 'labours'. The study assumes that when McDonald's produces a text, it carefully considers other voices to reflect its own values and beliefs, constantly (re)building or (re)creating its own corporate identities and social relationships with agreeing, disagreeing or negotiating to other voices.

According to Fairclough (1992), 'discourse' is not only shaped and constrained by social structure, but also socially constitutive of 'social identities', 'social relationships' and 'system of knowledge and belief'. Hence, McDonald's ideological relations to other communities or voices may crucially influence in constructing social identities and relationships in its discourse. In particular, the ideological relations are understood through investigating intertextual analysis. In this regard, the presentation will discuss the intertextual relations in McDonald's Corporate Social Responsibility (CSR) reports among its public discourse. The presentation will use analysis of Appraisal and Transitivity to provide the linguistic evidence of how McDonald's intertextually constructs its heteroglossic relations by agreeing or disagreeing to other socially held voices.

**Key terms:** Critical Discourse Analysis, ideology, appraisal, transitivity, intertextuality

**References:**

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HOOD

***Revisiting the Genre of Academic Research Articles in English from an SFL Perspective.***

**Presenter:** Susan HOOD

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**Abstract:** While much of the published literature on analysis of academic genres comes from the field of pragmatics and draws on a Swalesian analysis of moves, there is a growing body of work now emerging that draws on SFL theory. In this paper I want to briefly review some recent studies and trends in analysis to consider the particular contributions SFL theory can offer us as tools for analysis of academic discourse. I will focus in particular on the much-analysed genre of introductions to research articles. In revisiting this genre from an SFL perspective I will make reference to a number of dimensions of SFL theory including genre, register, appraisal, ideation and periodicity. The paper aims to make connections where possible to pedagogic practices in English for academic purposes.

**Key terms:** Systemic Functional Linguistics, pragmatics, English for academic purposes, genre, register, appraisal, ideation, periodicity

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HOU, J

***A Study of Referring Expressions from a Cognitive Perspective***

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**Abstract:** The previous studies on referring expressions frequently resorted to another method when falling short of the explanatory power, and they did not systematically explain the purposes in selecting a particular referring expression. This article attempts to provide a new solution to the distribution of referring expressions from the perspective of cognitive linguistics. This article (a) explains the selection of referring expressions, and (b) pursues the purposes when selecting a referring expression. In this article, a text is looked upon as a manifestation of the hierarchical network of focalized mental spaces. Consequently, an ideal focalized mental space becomes the abstract unit of texts. In a focalized mental space, entities are classified into three parties and they are “observed” by the focalizer, who is the center of a focalized mental space. An entity could be focalized to have different images, according to which, referring expressions are selected. The previous focalizing process also has a role to play in selecting a particular referring

expression. When an entity is focalized to have a high degree of SALIENCE, the language user selects a less informative form, which has been demonstrated by Ariel. This paper maintains that it is the focalizer's purposes that determine the way of focalizing an entity differently.

**Key terms:** referring expression, focalize, mental space, cognitive linguistics, discourse analysis

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HOU, Y

'A Feature of Translators' Style: A Corpus-based Study of Nominalization in the English Versions of Hong Lou Meng'

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**Abstract:** The aim of this paper is to investigate whether nominalization (i.e. complex condensation) in the three English versions (the Yangs, Hawkes, and Joly) of the classic Chinese novel *Hong Lou Meng* is employed as a given translator's choice or as a strategy of "implication" (Vinay and Darbelnet, 1995: 344).

The paper is closely related to functional linguistics where Mathesius (1961) (Vachek, 1976) and Halliday (1994) are used to explain the use of nominalization in my data.

After a brief introduction of the novel *Hong Lou Meng* and its three English versions, we provide a general overview of nominalization in several major linguistic schools. Our aim is to discuss the definitions of nominalization and its categorization, as well as the analytical framework. Then, we touch briefly on implication as a translation strategy in relation to nominalization. The presentation concludes with a detailed comparison of the use of three types of nominalization at the formal syntactic level of subject in the first 30 chapters of the three versions in order to investigate whether nominalization is used by the translators as a style or as a strategy of implication.

**Key terms:** *Hong Lou Meng*, nominalization, complex condensation, implication, translation comparison

**References:**

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HU, D

***Understatement: a Strategic Appraisal in English Teaching and Learning***

**Presenter:** Hu Dan

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**Abstract:** This paper studies understatement in the framework of Appraisal Theory by J.R Martin and P.R.R, White, focusing on discussing understatement in the three aspects of attitude, namely, affect, appreciation and judgment. Evaluation, either positive or negative, quite frequently occurs in English teaching and learning. No matter whether we teachers make appreciative or disappreciative comments on students' classroom

performance, it would cause a certain face-threatening to the receivers or the hearers. Some teachers prefer praise to criticism in English teaching and learning, thinking praise might encourage and help students more than criticism. However, adequate criticism is quite necessary, just as the old saying goes, “the child who is spared the rod is spoiled”. The author of the paper believes that understatement can serve the purpose of criticizing students without making them disheartened or praising students without making them overwhelmed by success, because criticism by understatement contributes much more to students for their personal and intellectual development than praise could provide. The author discusses how understatement as a strategic appraisal is realized and how it achieves its desired effects and creates a harmonious relationship between teachers and students in English teaching and learning.

**Key terms:** understatement; appraisal; realization form; effects; English teaching and learning

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HSU

### ***Enhancing Students' Skills in Reading Classical Chinese by Cohesion Strategies***

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**Abstract:** This study explores the cohesion strategies which can be used to help students enhance their understanding of Classical Chinese, and focuses on the zero anaphora in the subject position.

Use of zero anaphora together with topic chains is more common in Classical Chinese than in Mandarin Chinese. In Mandarin Chinese, when the subject is changed, the NP form must be used. However, in Classical Chinese, it is common to use the zero form in the same context. Students often feel confused when the referent of the zero anaphor is different from the referent directly preceding it. This often leads to misunderstandings. For examples,

楚人<sub>i</sub> 为 食, 吴人<sub>j</sub> 及之, ( )<sub>i</sub> 奔, ( )<sub>j</sub> 食而 从之<sub>i</sub>。(《左传·定公 4 年》)

chùrén wéi shí, wúrén jí zhī, ( ) bēn, ( ) shí ér cóng zhī. (dìnggōng 4 zuǒ zhuàn)  
楚人<sub>i</sub> 准备吃饭时, 吴人<sub>j</sub> 追了过来, 楚人<sub>i</sub> 就赶快逃跑, 吴人<sub>j</sub> 于是吃了楚人的食物又追赶他们<sub>j</sub>。

‘The Wu people came just when the Chu people were going to have their meal. The Chu people escaped in a rush. The Wu people ate the Chu people’s food and then pursued them again.’

Studying the cohesive devices in Classical Chinese texts is an effective method for

understanding zero anaphora. Halliday & Hasan (1976) discussed several cohesive devices used in English, including reference, substitution, ellipsis, conjunction, and lexical cohesion. Hu (1994) extended Halliday & Hasan's range and added the 'zero reference' subtype. He adopted Li & Thompson's (1979) claim that zero anaphora is common in Chinese discourse, and that there is more zero anaphora in Chinese than in English.

In this paper I will apply Halliday & Hasan's and Hu's frameworks to analyze Classical Chinese texts. I will also discuss the relationship between zero anaphora and other cohesive devices in Classical Chinese. This study also takes into account the intuition of several teachers who specialize in Chinese literature. In addition, students who major in Chinese literature and those who do not will both be tested on the effectiveness of being instructed in cohesion strategies. It is hoped that students' Classical Chinese reading ability may be enhanced through knowledge of cohesive devices.

**Key terms:** Classical Chinese, cohesion, enhancing reading skills.

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HU, Q

***Appraisal Analysis of Professions for Women***

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**Abstract:** Appraisal theory could be seen as a new perspective of discourse analysis which is based on the SFL (systemic functional linguistics). It is an extension of the interpersonal function. As the data of appraisal theory mainly focus on novels, news reports and other applicable discourses, this paper attempts to make an appraisal analysis about Virginia Woolf's essay *Professions for Women* so as to reveal the applicability of appraisal theory in the genre of essay and how the characteristics of Woolf's essay are presented.

**Key terms:** appraisal theory, Virginia Woolf, prose

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HU, Y

***On the Strategies of Implicit Cohesion in Translation***

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**Abstract:** This paper aims at exploring the strategies of implicational translation with two important theories in SFL—context and metafunction, and furthering the application of SFL to translation.

Following Halliday and Hasan (Halliday& Hasan, 1976), many scholars at home and

abroad have carried out researches for the theory of “cohesion”. Zhang Delu has elaborated the concept of implicit cohesion and emphasized its function in his works (Zhang, 2000). We have also analyzed the function of implication, one of the implicit cohesive devices (Hu, 2008).

In this paper, ways of implicational translation are to be analyzed with detailed examples: translating, eliminating or keeping the form. In addition, the factors which affect the choice are to be analyzed as well. Finally, it is held that to translate implication, the translator should translate its ideational and interpersonal function, and then try to achieve equivalence of textual function.

**Key terms:** implicit cohesion, implication, context of situation, metafunction

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## HUANG, C

### ***Referential Choice in Mandarin Child Language: A Discourse-Pragmatic Perspective***

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**Abstract:** The aim of this study was to explore Mandarin-speaking children's referential choice in natural conversation from a discourse-pragmatic perspective. Research in first language acquisition has shown that child language at the early stages of language acquisition is characterized by the omission of arguments. Different types of explanation have been proposed to account for this phenomenon, such as the grammatical account (Hyams, 1986, Radford, 1990) and the performance account (Bloom, 1993, Valian, 1991). More recently some researchers have adopted a discourse-pragmatic perspective, which integrates grammar with pragmatic principles in understanding children's referring expressions (Allen, 2000, Clancy, 1997, Serratrice, 2005). This study adopted this discourse-pragmatic approach to investigate the referential choice of children acquiring Mandarin Chinese, a language permitting omitted arguments. The data consisted of 8 hours of Mandarin-speaking 2-year-olds' natural conversation

with their mothers. The subject and object arguments of the children's utterances were coded for the categories of referential forms and pragmatic features. The referential forms included three categories of overtness: 1) Ellipsis, 2) pronominal form, and 3) lexical form. The pragmatic features included four categories of informativeness: 1) absence, 2) newness, 3) query, and 4) contrast. The results showed that referents associated with informative features were more likely to be realized overtly than referents associated with uninformative features. The children appeared to use discourse-pragmatic information in deciding their referential choice, they were sensitive to the dynamics of information flow in discourse, and structured their conversation in order to reduce the potential uncertainty of the listener regarding the referents that they were talking about. The results thus are consistent with those reported in Allen (2000), Clancy (1997) and Serratrice (2005), and provide an important piece of cross-linguistic evidence.

**Key terms:** child language acquisition, discourse pragmatics

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HUANG, H

#### ***Different Viewpoints of “Mood” –From a Functional Perspective and a Pragmatic Perspective***

**Presenter:** Huijian HUANG

**Affiliation:** Zhejiang University of Technology, China

**Abstract:** Most readers are familiar with the mood system in Systemic Functional Grammar (SFG for short), but may not with the pragmatic viewpoint of “mood” held by some American semioticians. This paper intends to compare the different interpretations of “mood” from the two different perspectives in the hope that SFG may benefit from the discussion in term of the distinction between the sentence type and the illocutionary token.

HUANG, W

***The Study of Aphasia from the Perspective of Systemic Functional Linguistics***

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**Abstract:** M.A.K. Halliday (1998) commented that “In the future, a tremendous source of inspiration for systemic functional linguistics is neuroscience. And a similar development will take place in relation to studies of language pathology, language disorders and so forth. We need people going into modern studies of the brain to see how we can interpret the linguistic findings. ” This paper is intended to show what has been revealed and will be revealed in the study of aphasia from the perspective of Systemic Functional Linguistics. The paper begins with an introduction to the study of aphasia and its significance to linguistic research. And then it reviews and critiques previous investigations undertaken by Systemic Functional theorists, like those carried out by Armstrong and Ferguson. Based on the review, this paper further outlines future research prospects of Systemic Functional study of aphasia. The final part of the paper deals with possible insights that may be shed on the study of aphasia within the framework of Systemic Functional linguistics.

**Key terms:** Systemic Functional Linguistics, aphasia, discourse

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## HUANG AND FACER

### ***A Functional Approach to a Culture-Based Language Curriculum – When Goals of Foreign Language Education Go Beyond Language***

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**Abstract:** The five Cs, (i.e., Communication, Culture, Connection, Comparison, and Community) set as the standards for foreign language learning by ACTFL (1996) specifically require attention to the integration of content and culture in foreign language education. Nevertheless, classroom teachers find themselves struggling in an effort to address the multiple goals in an integrated way. Though “the integration of language and content” is not a novel idea in language teaching, the concept of “language as a medium of learning” (Mohan, 1986) is not well explored in the field of foreign language education. Beyond the question of foreign language learning, “language as a medium of learning raises the question of the relation between language learning and the learning of content and culture” (Mohan, 2001:108). At the curriculum level, the question is how a standards-based language program may be designed to embrace both language and content/culture as objectives in a systematic way and how activities can systematically bring the two together and go beyond.

This paper presents a case study from a functional linguistic perspective (Halliday, 1994) to examine how the use of Mohan's Knowledge Framework (1986, 2001) in the design of a Spanish unit could help address the Five Cs with data collected from a beginner's level Practical Spanish Cultures class in an American public high school on the east coast. Data were collected in the forms of curriculum design, teacher's self reflection, oral and e-mail correspondences between the researcher and the teacher, and students' learning products in both oral and written formats. The findings of the study provide implications for both curriculum design and classroom actions.

**Key terms:** foreign language, education, foreign language pedagogy

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## HUI AND DOYLE

### ***Ability Grouping and Variation in Regulative Talk: A Corpus-based Systemic Functional Approach***

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**Abstract:** Although studies of classroom discourse abound in the literature, their focus of inquiry is generally limited to the language of instruction. Teacher's regulative discourse is less frequently the focus of investigation. This article analyzes the regulative discourse of Singapore secondary school teachers as they interact with streamed classes of students with different academic levels. The data of this study consists of 60 annotated classroom transcriptions from our ongoing corpus research project (SCORE: Singapore Corpus of Research in Education), and covers the four streams (Normal Technical, Normal Academic, Express and Special) in Singapore's secondary schools.

A systemic functional linguistics (SFL) (Halliday, 1994) analysis will be carried out in order to explore the linguistic elements of teacher's regulative talk. The interpersonal metafunction, specifically the system of mood and modality, will be the focus of our analysis in order to show how power relations are exercised in different streams. We will identify similarities and differences in how regulative discourse is manifested in different streams. This study will show that the teachers' regulative talk in different streams draw on different language and verbal resources. It will be demonstrated that the interpersonal impact and interpersonal value of regulative discourse can be raised or lowered by different linguistic selections. The analysis of teacher talk shows how the language of classroom regulation serves the tripartite function of communicating cognitive information, establishing and maintaining social relationships, and expressing the speaker's attitudes (Foster, 1995). The analysis also highlights the tension between regulative talk and instructional talk in lower stream classes and the place of regulative talk in teaching and

learning. This study intends to make a contribution to the field of SFL by demonstrating how SFL can be applied to the contrastive analysis of classroom discourse to explore the power relations between teacher and students in the classroom.

**Key terms:** regulative discourse, ability grouping, interpersonal metafunction, language variation

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## IGNATIEVA

### ***Analyzing students' essays in Spanish within the systemic functional framework***

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**Abstract:** This paper is part of a major project investigating the language used in the field of the humanities in Mexico and the United States. The main objective is to analyze the functional components of different genres within the academic register and to explore lexicogrammatical features of these genres.

In my paper at the 35<sup>th</sup> ISFC (Ignatieva 2008) I presented one part of this investigation describing the academic genre of question-answer. Now another genre, namely, the essay, will be the topic of my communication.

Seven texts are studied, all of them written by second year students at the Faculty of Philosophy and Arts (National Autonomous University of Mexico) as an extra-class term assignment. Each text is analyzed according to various parameters: genre analysis (formal and functional components of the text), thematic analysis (Theme and Rheme), transitivity analysis (types of processes), interpersonal analysis (mood and modality), grammatical metaphor (ideational, interpersonal and textual) analysis and lexical density analysis (a percentage of content words in the text).

These texts are then compared with a model text, an essay written by an expert on literature topics, a member of the faculty staff. The paper will examine the differences and similarities between the two types of texts with regard to its textual organization, the selection of thematic structures, process types and other parameters.

**Key terms:** genre, Theme, transitivity, interpersonal, metaphor

**References:**

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## IRWIN

### ***Of Tamarack, Hackmatack, and Muskeg: Language Resources for the Integration of Loanwords in Early Canadian English***

**Presenter:** Derek IRWIN

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**Abstract:** To theorize the resources along various strata employed in the movement of terms from one language system into another.

This work puts into practice Halliday's observation that "there is no exact point where the lexicologist stops and the grammarian takes over," (2007, 4) applying the maxim to the principle that "we cannot assume, without qualification, that the wording of a dictionary definition is an ideal representation of what a word means" (2007, 27). First Nations' loan words, often regarded as proof that Canadian English is somehow distinctive from other international versions (see, for example, Crystal 1995, 342), are analyzed in their contexts using traditional tri-stratal analysis as delineated most recently in *IFG3* (2004), with assistance from Eggins' *An Introduction to Systemic Functional Linguistics* (2004). The phrase structure and collocational environment is also examined, and a set of resources for loanword integration is proposed along the traditional stratal model of language. Finally, the discourse structure owes its debt to Martin (1992) and Martin and Rose (2003), while the specific context of culture is examined through cultural theorists such as Robert Berkhofer (1978) and Daniel Francis (1992), and to literary theorists such as Terry Goldie (1989).

This paper presents the results of my exploration of the interactions among linguistic strata through close lexicogrammatical analyses of Canadian aboriginal loan words in the context of early Canadian English texts. Specifically, it provides contextual examples from the three loanwords in the title to demonstrate the various resources for loanword integration along various strata. Based on the results of analyzing hundreds of contextual examples, I provide a model to illustrate these resources from the level of phonology, through lexicogrammar, and into the context of culture. Since these words

are considered an essential part of the Canadian language and its distinctiveness, as per *A Dictionary of Canadianisms on Historical Principles* (Avis, 1967), the connotational meaning embedded within them provides a valuable insight into not only the words themselves but also the culture which employs them. The stress placed on them through the use of language resources along all of the strata ensure that these loanwords maintain their “foreign-ness” within the English system, while simultaneously being employed to differentiate the Canadian form of the language from other forms of English. As such, these loanwords form a fascinating subset within the lexis of English, carrying a disproportionate burden within the cultural context.

**Key terms:** lexicology, lexicogrammar, stratal model, context of culture, Canadian English, loanwords

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## JESUS AND PAGANO

### ***Properties of translated texts: investigating the shining-through phenomenon on the basis of verbal Processes in English and Portuguese fictional texts***

**Presenter:** Silvana Maria de JESUS, Adriana PAGANO

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**Abstract:** Studies on the properties of translated texts have been probing the so called 'interference' of source texts upon translations through comparisons of translated texts in a particular target language not only with originals but also with non-translated texts in that target language (Johansson, 1998, Hansen, 2003). However, more work needs to be done covering different language pairs, registers and focusing on specific lexicogrammatical features in order to find thorough explanations for this phenomenon. This paper presents an investigation of the properties of translated texts drawing on systemic functional linguistics and corpus based translation studies (Teich, 2003). It analyses the meanings construed by two lexical verbs -- SAY in English and DIZER in Portuguese -- typically realizing Processes in verbal clauses. A combined corpus of translated and non-translated literary texts (novels) was compiled covering originals in English and Portuguese and translations in both language directions. The aim was to verify if translated texts show similar patterns to non-translated texts and to what extent they have special properties related to the translation relations they enter into with their original counterparts. 150 occurrences of SAY/DIZER were selected from each subcorpus -- Portuguese originals, Portuguese translations, English originals, English translations -- and analysed according to their modes of expression (congruent or metaphorical) and their modes of projection (quote or report). The data analysed showed differences in relation to the probabilities of occurrence of the meanings realized by SAY-DIZER in translated and non-translated texts, pointing to patterns evidencing original texts' *shining through* translated texts (Teich, 2003), that is, patterns from the original texts having an impact on the frequency of occurrence of patterns in the translations. *Shining through* was more frequently found in the translated texts into Portuguese, since these texts presented a reverse pattern when compared to non-translated Portuguese texts. Although translations into English also showed the presence of *shining through*, these texts presented similar patterns to those observed in non-translated texts in English.

**Key terms:** translation, fiction, verbal processes, shining through

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## JIANG, W

### ***The Chinese Linguistic Tradition and Discourse Semantics***

**Presenter:** Wangqi JIANG

**Affiliation:** Peking University, China

**Abstract:** This paper attempts to study the similarities between the traditional approach to language in China and discourse semantics as practised by linguists like James Martin in systemic functional linguistics.

Discourse semantics is the study of meaning in texts. Now the traditional study of language in China is similar to discourse semantics in terms of the focus of study. The study of language began very early in China. The first area in which the Chinese made some achievements is the study of meaning, and there appeared the first dictionary in the second century BC. In about 500, a book on the composition of texts, 《文心雕龙》

(Wenxin Diaolong), was written by 刘勰 (Liu Xie). In my view, this was the first grammar book on Chinese, though this grammar differs from the main trend in the West in that it mainly concerns the organization of texts rather than sentences only. And this book embodied the two important notions which later developed into the structural theory of a text in terms of Qi (起), Cheng (承), Zhuan (转) and He (合) on the one hand, and the theory of thesis on the other. This paper will discuss the development of these two theories and makes a comparison with discourse semantics in some detail.

**Key terms:** Chinese linguistic tradition, discourse semantics, Martin, Qi Cheng Zhuan He, thesis

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## JIN AND CHEN

### ***The Cognition of Evaluative Resources in Chinese and English Children's Literature***

**Presenter:** Nana JIN, Zili CHEN

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**Abstract:** Evaluation meaning exists universally in every genre of texts. It is widely known that evaluative resources are mainly abstract adjectives, while the writing style of children's literature is generally concrete and concise. This paper tries to study how evaluation meaning is expressed in children's literature. Standing in the corner of children's literature, this paper investigates how authors or characters express their attitudes and views. Comparison and analysis of several Chinese and English stories reveal two significant facts that 1) narration has more evaluative resources than conversation, and 2) Chinese children's literature employs more evaluative resources than English one. This paper also discusses the relation between evaluation and children's literature, and explains how children construe these evaluative resources. And finally the research result can be used as a parameter to evaluate the readability of a children's text.

**Key terms:** evaluative resource, children's literature, cognition

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## KARAGEVREKIS

### ***Multimodal Analysis of the Modern Economics Text***

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**Abstract:** The modern economics text is predominantly multimodal as meaning is made through the combined use of different semiotic resources, i.e. linguistic, visual, spatial, etc. The multimodal economics text, like all linguistic texts, is a unit of meaning which carries out a specific function in a specific social context deploying diverse semiotic resources to this end. A multimodal analysis of the modern economics text within a social semiotic metafunctional framework can prove very useful as it can bring to light the characteristics and organizational principles of the multimodal text. This paper provides a multimodal analysis of two charts, an economics Internet text and an advertisement of banking services in order to help students in an EAP/ESP (English for Academic Purposes/ English for Specific Purposes) university course familiarize themselves with the typical patterns of some of the genres they encounter in the specialist field of their studies, i.e. economics. The analysis is twofold from two complementary theoretical perspectives. First, Halliday's theory of metafunctions (ideational, interpersonal and textual) extended to other semiotic resources (Halliday, 1994, Kress and van Leeuwen, 1996, 2001) can help specify the ways in which various semiotic resources intertwine to make meaning in its totality. Second Bakhtin's notion of social heteroglossia (intertextuality, the way a text evokes another) and primary and secondary genres also applying to multimodal genres (Bakhtin, 1986, Baldry, 2000, Baldry and Thibault, 2006) can help describe the organisation of different multimodal primary genres (mini-genres), the relations between them and the intertextual relations they take part in. Although meanings in a text are

woven together and cannot be isolated, for ease of analysis and within a social semiotic multifunctional framework the various dimensions of meanings that make up a text are examined separately.

**Key terms:** multimodality, genre analysis, modern Greek culture, Aristotle's rhetoric.

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## KNIGHT

### ***Conversational Humour and the Role of Affiliation in Systemic Functional Theory***

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**Abstract:** While the study of casual conversation in systemic functional linguistics has presented unpredictable and distinctive features that have challenged models developed around written texts, such as exchange structure (cf. Eggins, 1990, Eggins & Slade, 1997) and interpersonal telos (Martin, 2000a), the study of conversational *humour* introduces further complications due to its high level of implicitness, ambiguity, and context-dependence. In particular, 'convivial conversational humour' (Knight, 2008) whereby interactants laugh together at utterances that do not seem funny (cf. Norrick, 1993, Provine, 2000) involves a highly invoked construal of shared values and identities

that are ongoing, dynamically negotiated, and interpretable only to conversational 'insiders'. This paper will present the challenges that are introduced through the study of conversational humour in the SFL framework, and aims to address these challenges by offering a model of 'affiliation' for capturing these relations. The work in this paper is situated in the evolving concepts of individuation (cf. Matthiessen, 2007, Martin, 2008a) and bonding (Stenglin, 2004, Martin, 2004, Stenglin & Martin, 2007, also Boxer & Cortés-Conde, 1997) and contributes to recent developments of theorizing in social identity both in SFL (cf. Ivanič, 1997, Tann, forthcoming) and in linguistic research more broadly (cf. de Fina, Schiffrin & Bamberg, 2006, Omoniyi & White, 2006, Bednarek, forthcoming). Affiliation is an attempt to model the complex relations of sociality negotiated between social semiotic actors as they construe similarity and communality through shared values in discourse. Through this model, persons are conceptualized as complex socially-bound semiotic interactants attracting and repelling social networks in a constant negotiation of shared identity. It incorporates Martin's (2000b, 2008b) notion of 'coupling' (see also Zappavigna et al., 2008, Zhao, forthcoming) as the linguistic unit by which friends may create humour in conversation. By negotiating couplings of appraisal (Martin & White, 2005) with ideation, interactants variously share, reject, and laugh off couplings to bond together into social networks of the culture, creating a space in which to co-identify in various degrees of 'us'.

Laughter is a key to the interpretation of this negotiation, and opens up identity theory in SFL to the notion of communality and social networking, but at the same time, humour challenges the existing parameters of this theoretical framework. Individuation alone cannot account for the dynamic, logogenetic construction of communality (Knight, forthcoming); coupling requires a dynamic rather than synoptic focus that cannot be captured without developments in modelling (cf. Zappavigna et al. forthcoming, Zhao, forthcoming); affiliation cannot be situated within any one metafunctional dimension as it is realised through the binding of interpersonal and ideational meanings; and finally, the 'twoness' (Caple, 2008) or even 'multiplicity' (Mulkay, 1988) of meaning in humorous play needs to be described in relation to a social semiotic model of communities by which interactants identify an utterance as 'funny'. As Eggins and Slade (1997) have found, "talk gets to be funny because of its relationship to the social context" (p. 157). These concerns will be addressed in this paper through the development of the affiliation model, and humour is shown to be doorway into the analysis of dynamically-negotiated sociality in SFL theory.

**Key terms:** identity, conversation, humour, affiliation, individuation, instantiation, social

semiotic

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## LAGHZAOU I

### ***Academic Language Development of Moroccan-Berber Children in the Netherlands: Analysis Of Parents' and Teachers' Input.***

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**Abstract:** When children join school at the age of four in the Netherlands, they are expected to deal with a specific register that is important in the context of schooling and which differs from the interactional language that is used at home. This register, also called academic language, involves the use of language for specific, decontextualized and cognitively demanding communication in school-like contexts (Schleppegrell, 2004, Halliday, 1994). Academic language is characterized by the use of dense and diverse lexicon, complex clause combining strategies and the use of specific (non-deictic) reference to time and space.

This study focuses on the development of some features of academic language of Moroccan-Berber children, whose L1 is Tarifit Berber (a language spoken in the North of Morocco), in the Netherlands at home and at school. First, a brief introduction will be given about the position of Moroccan children in the Dutch educational system. In addition, the concept of academic language and its importance in school success will be treated. Subsequently, the results will be presented. The corpus, which is used, is of naturally occurring speech collected from a sample of 12 3-6-year-old Moroccan-Berber children reading a picture book together with their mothers at home as well as their teachers at school. These children have been followed for a period of 3 years (longitudinal design). The aim of this study is to examine which aspects of academic language are acquired. To gain insight into the academic register mentioned above, the following research questions are formulated: Are there any differences between the input provided at home and at school to these children? Do socioeconomic status (SES) and home literacy practices influence the language use of the mothers? Are there differences in children's output at home and at school?

For this reason, the data are transcribed and analysed according to the conventions of CHILDES programme (MacWhinney, 2000). Furthermore, a specific coding scheme is used to code lexical, morpho-syntactic and textual aspects in order to investigate academic features of the language used in these interactions.

Results show a clear difference between the input of mothers and teachers. While mothers carry out the book reading task in the way they usually do, teachers tend to

adjust their language use according the composition of the classroom in terms of the number of children learning Dutch as a second language. Furthermore, a significant correlation has been found between SES and literacy activities and academic language features.

**Key terms:** academic language, language of schooling, language acquisition, Berber, Moroccans in the Netherlands

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## LAI

### ***Evidentiality from a Systemic Functional Perspective***

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**Abstract:** Evidentiality is a new topic in linguistics that is full of controversy. This thesis presents a study of evidentiality based on a systemic-functional approach. The study shows that evidentiality is an independent semantic category that is realized by various rank units at the lexico-grammatical layer. It is a part of the ideational metafunction of language and forms an independent evidentiality system. But it also provides a basis for the negotiation of meaning and helps make the text into a coherent unity.

**Key terms:** evidentiality, semantic category, Systemic-Functional perspective

## LAM, FIGUEREDO AND ESPINDOLA

### ***A Contrastive study of Interpersonal Particles in Cantonese and Portuguese***

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**Abstract:** This paper reports a contrastive research carried out under the systemic functional multilingual studies framework. More specifically, it compares and contrasts the functions of interpersonal particles in Cantonese and Portuguese. Halliday & Matthiessen (2004) state that exchange is enacted in language through speech function which in turn is realized by mood. A corpus based on social-semiotic processes (Matthiessen et al., 2008) was collected and the grammatical patterns of speech function realization were retrieved. With reference to this methodology, it is possible to identify the functions of interpersonal particles in Cantonese and Portuguese and describe them in the generalized form of system networks. There are approximately 30 basic particles in Cantonese with more than 70 different combinations (Kwok, 1984: 8-11). In terms of the interpersonal meaning, many of them realize speech function and/or speaker's attitude towards a proposition or proposal. Experientially, some of them serve as aspect markers. In Portuguese, declarative Mood realizes statements and questions and imperative Mood realizes commands. Interpersonal particles parallel with those in Cantonese that they add further meaning to the arguability of propositions. They are deployed by the speaker as strategies to cause the listener to be guided to the speaker's attitude towards a proposition or proposal and contribute to propel dialog. Interpersonal particles in Cantonese and Portuguese will be presented as well as how their functions contrast.

**Key terms:** Interpersonal metafunction, particles, description of Cantonese, description of Portuguese

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LEE

***An implementation of 'Team Teaching' based on interpersonal meaning driven pedagogy in teaching academic essays in a business context***

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**Abstract:** This paper provides a preliminary report on the results of implementing 'Team Teaching' strategy in teaching two main academic tasks required at the Sydney-based Charles-Sturt University: a persuasive essay and a report in a business context. Team teaching started in the first semester of 2008 and was seen as part of the Arrive – Strive – Thrive program at the university. As a Study Support Officer, I have used lecturers' tutorial time and have turned the assessment tasks around, with students fully understanding the nature of tasks by mainly focusing on structures and language aspects including referencing. An Australian genre-based approach in writing and Appraisal theory (evaluative language), which has newly emerged from interpersonal meanings both at grammar and discourse semantics within a Systemic Functional Linguistics framework (SFL), were mainly utilised via contextual, textual, and intertextual approaches. After teaching, a survey was conducted for both lecturers and 55 students from three classes in the first semester of 2009 to identify their perceptions and evaluations on teaming teaching.

Although the results from the last semester have shown that the retention rate has not improved conspicuously, both students and lecturers displayed quite positive attitude towards the content, and the manner of teaching by a team teacher myself. The results also indicate that while team teaching can be a quite effective strategy in redressing student problems with writing collectively, it cannot be a panacea for students, in particular, for the students who are potentially at risk. The results also instil in significant pedagogic implications in that Teaming Teaching incorporated with interpersonally-oriented pedagogy within the SFL framework adds significant value to our Arrive-Strive-Thrive program operating to alleviate problems in writing faced by international students.

**Key terms:** Team Teaching, Arrive-Strive-Thrive program, essay writing in a business context, SFL, interpersonal meanings, appraisal, International students

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## LEUNG

### ***The Impact of Using Systemic Functional Model of Language as Theoretical Basis on Student Self-generated Assessment Criteria in Teaching Tertiary Chinese Writing Program in Hong Kong***

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**Abstract:** Enhancement of Chinese communication skills to meet the needs of Hong Kong society is a long term direction of the language teaching in university. We need to find more and better methods for teaching the subject, particularly those which can promote a more independent, interactive, and student-centred mode of learning.

Self-generated rubrics involving students in their own writing assessment is intended to help students to identify criteria of good Chinese writing by themselves, so that they are able to improve their Chinese writing ability by self reflection and promoting self-directed learning.

Using Systemic Functional Grammar (SFG) as theoretical basis in Chinese Writing teaching provides learners some descriptive key concepts. Students can be leaded into the areas of functional linguistics to study the characteristics of writing structure. Other than reinforcing the learning, this helps to set up and utilize an rubric.

In order to have good understanding of the effectiveness of student's self generated writing rubrics by using SFG, classroom observation is employed in the research by video recording in the class. A details observation and analysis of the process is done after the

implementation. The study focus on how SFG and self-generated rubrics could be applied in the teaching of Chinese writing in tertiary level effectively.

**Key terms:** self-generated rubrics, Systemic Functional Grammar, Chinese writing teaching,

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LI, F

***Identification and Functions of Metadiscourse***

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**Abstract:** Metadiscourse and propositional content embody an integration of dependency and coexistence, connection and distinction. Its purpose lies in exploring the relations between text producers and texts, text producers and audience. Metadiscourse is a self-reflective method that the writer or speaker makes use of it to express the experiential meanings in the world, to organise the text, to negotiate interactional meanings in a text and engage with audience as members of a particular community. Metadiscourse is an essential part in discourse analysis. First, this paper emphasizes on the introduction and analysis of definition, nature, features and key principles of metadiscourse, and divides metadiscourse into two types based on the previous research. Second, it will explore the realizing form of metadiscourse, reveal the relations between the identification of metadiscourse and context. Finally, the writer focuses on the analysis of the relations between the metadiscoursal functions and Hallidayan tree metafunctions, and on the analysis of similarities and differences, points out the fact that metadiscourse mainly has four semantic functions: experiential function, textual (interactive) function, interpersonal (interactional) function and rhetorical function.

**Key terms:** metadiscourse, identification, functions

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LI, H

### ***The Cognitive Base of Token-Value Configuration***

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**Abstract:** Systemic Functional Grammar distinguishes two types of *a is x* clause. Identifying process is the type of clause in which one participant serves to fix the identity of the other. The relation between the two participants is analyzed by Token-Value configuration, which takes a variety of more specific guises: form/function, occupant/role, sign/meaning, and so on. In general, Token is the semantically less abstract participant, Value is the semantically more abstract entity. However, the very nature of "abstraction", which is the key to distinguishing Token from Value, remains unexplained in current

literature. This results in the prevalent difficulty in determining the Token-Value configuration in an identifying clause. With this problem in view, this paper aims to interpret the relation between Token and Value from a cognitive perspective. We find that identifying processes are based on the metonymic relation between semiotic entities from different ontological realms. The abstraction difference of the three major ontological realms, namely Concept, Thing/Event and Form, from which participants of identifying process come from leads to the abstraction difference between Token and Value. By determining the ontological realms participants of an identifying process come from, their identities as Token or Value can be clarified.

**Key terms:** cognitive base, Token-Value configuration, metonymy

LI, HB

***An Analysis of Interpersonal Relationship in Advertising Discourse from the Perspective of Mood Metaphor***

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**Abstract:** Systemic functional linguistics has exerted great influence on language research over the past few decades. A considerable amount of research has been conducted in light of SFL, including some attempts to analyze advertising discourse (e.g. Huang Guowen, 2001) and to explore the meaning of interpersonal relationships (e.g. Li Zhanzi, 2002). However, these studies lack a thorough investigation of interpersonal relationships in advertising discourse, especially from the angle of mood and mood metaphor. Taking this background into consideration, this article aims to delve into the meaning of advertising discourse from the perspective of mood and mood metaphor. Mood metaphor contributes to softening the demand for commodities in a number of flexible and effective ways. The present study concentrates on the following aspects of the meaning: i) offering information and appreciation of commodities, ii) establishing and consolidating a bond between the advertising agency and the audience, iii) encouraging the audience to participate in the communication with the advertising agency, and thus iv) persuading the audience to purchase the commodities.

**Key terms:** interpersonal relationship, advertising discourse, mood, mood metaphor

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LI, JIE

***Towards a Cognitive –Functional Interpretation of Grammatical Metaphor***

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**Abstract:** The previous researchers of grammatical metaphor focused mainly on such issues as the metafunctions, the classifications of grammatical metaphor and its identifications in discourse. However, they have done little to probe into the cognitive aspects of the grammatical metaphor phenomenon, not to mention any attempt at exploring metaphor from an integrative perspective of cognitive linguistics and functional grammar, so that it seems not possible to investigate the grammatical metaphor

phenomenon thoroughly, and there has heretofore not been a satisfactory explanation given to this issue. This paper is going to study the lexico-grammatical metaphorical phenomena in the English language. Grammatical metaphor was treated by previous studies as an alternative expression of a meaning or “same signified, different signifier” in Halliday’s words, but the present paper will treat it as a cognitive-functional construct of linguistic representation for human experience. By looking for a linkage between functional and cognitive approaches to metaphor as a theoretical basis, the author attempts to build up an integrated model, hoping to show how the two perspectives in combination can throw light on grammatical metaphor and how the cognitive and functional factors may result in the occurrence of grammatical metaphor.

**Key terms:** grammatical metaphor, realization, semantic content, conceptualization

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LI, JUN

***Prosodic Pattern of Engagement in TV News Interview***

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**Abstract:** With the rapid development of mass media, TV news interview programs have become more and more popular in recent years. The previous studies are mostly within the framework of discourse analysis (Heritage & Roth, 1995), pragmatics (Ilie, 2001), sociolinguistics (Clayman & Heritage, 2002) and critical discourse analysis (Fairclough, 1989). These different approaches have provided us with a better



understanding of this particular genre. However, they neglect the interaction of different voices in interview. And this thesis aims to explore the characteristics of heteroglossia (Bakhtin, 1984) in TV news interview based on Martin's (2003, 2005) Appraisal Theory, focusing on the subsystem of engagement.

Audio recordings of twenty five news interview programs from *Dialogue* are collected and transcribed for analysis. Both the quantitative and qualitative approaches are adopted. The qualitative approach is valuable for understanding how the engagement resources are deployed to express the speaker's value positionings with respect to the alternative voices. In terms of quantitative approach, the statistical method with the help of Systemic Coder is employed to find out what kinds of engagement resources are frequently used in TV news interview to help the speaker to achieve his/her communicative purposes. Furthermore, through the comparative studies between different parts of TV news interview, the significant engagement features of each part including the narration part, the questioning part and the answering part are explored.

This paper provides a new perspective to study interpersonal meanings and serves as a tentative model for the exploration of the characteristics of heteroglossia encoded in other types of discourse. It also provides insights into news interview discourse, including its generic and stylistic features and the techniques of questioning and answering in the interview.

**Key terms:** appraisal theory, engagement, heteroglossia, TV news interview

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LI, JY

### ***A Critical Discourse analysis of Chinese obscene Language***

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**Abstract:** The theoretical suggestions of CDA involve perspectives of discourse, ideology and power. Ideologies are "common-sense" assumptions which are implicit in the conventions according to which people interact linguistically, and of which people are generally not consciously aware (Fairclough, 1989); Ideology invests language in various ways at various levels, and it is considered as a property of discourse events as well as discourse structures. Hence the study of ideology in language is necessarily text-oriented analysis. This paper, based on the concepts and distinctions of Chinese obscene language, proposes to disclose the asymmetric relationship between interlocutors in obscene language use. The study adopts the point of view of critical discourse analysis, which is based on semiotics and systemic-functional linguistics, in order to analyze the linguistic structure, function, and power embedded in the grammar of obscene language. Using Bourdieu's concept of "habitus," the study attempts to examine the strategies which obscene language speakers adopt to establish patriarchal relationships. By analyzing obscene language's structure, function, and power relationship, the study constructs a model to examine how a patriarchal structure operates and further finds out the true ideology hidden in the Chinese cultivation ecology.

**Key terms:** obscene language; ideology; CDA; power; patriarchy

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LI, L

### ***A Visual Grammar Approach to the Representation of the Immortal Statue of Mazu***

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**Abstract:** This paper is an analysis of “The Immortal Statue of Mazu” from Kress & Leeuwen’s visual grammar perspective. This statue is a multimodal discourse in that it contains more than one mode. It is known that social semiotics beyond language, such as images, colors and actions, have become a wider semiotic resource and played a role in social construction by means of the inter-semiosis of various media modes. As the statue covers a rich content, this paper will be concentrated on exploring its representation. Through analysis from visual narrative processes, we are able to see that multimodal semiotics on her statue construct together to represent the power of love and virtue, thus portraying an immortal image of *Goddess of Peace of the Straits*. The result well exemplifies that the semiotic modes, traditionally considered as paralanguages, are no

longer auxiliary, but make meanings with verbal languages in contemporary social interaction.

**Key terms:** visual grammar, narrative representation, ideational representation, the statue of Mazu

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LI, S

***The Construction of Modality in Chinese from a Text-Based Approach***

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**Abstract:** The present paper discusses the challenges that we are facing in the construction of the system network of MODALITY in Chinese from a text-based approach. Based on the present descriptions of the Chinese modality system revealed in Zhu (1996),

Halliday & McDonald (2004) and Li (2003, 2007), this study further explores the various options and their realizations in association with the choices in the other interpersonal language systems, namely MOOD TYPE and POLARITY, in Chinese literary works, of which comparisons are also made between these patterns of association revealed in novels, translated texts and prose. Furthermore, it is found that the construction of the level of force and its linguistic realization is a real challenge in this research. Comparisons are thus extended to the choices of MODALITY in a Chinese novel with its English translation as well as an English novel with its Chinese translation where the author and the translator is the same person. It is hoped that through all these comparisons, the intention of the authors' choice, especially their intended levels of force, can be revealed and constructed in the system network.

**Key terms:** Chinese literary, modality, system network, Systemic Functional Grammar, text-based approach

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LI, Z

***Genre and Appraisal Theories in Functional Discourse Analysis – with Reference to Accounts in “Dragon-Carving and the Literary Mind”***

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**Abstract:** With the development of systemic functional linguistics, genre theory and appraisal theory have received wide attention in the functional linguistic field in China. This paper examines the genre and evaluation thoughts in a Chinese classic “Dragon Carving and The Literary Mind”, with the aim of drawing insights from this single longest treatise in Chinese literary criticism. The holistic approach as represented by “Dragon-carving” incorporated stylistic, author-subjectivity, writing process and rhetorical

studies constitutes a rich heritage in accounting for the relationship between genres and appraisals. The paper also points out that the socio-cultural concern carved out by functional discourse analysis can answer the need of the present time better if the holistic approach and the more sophisticated categorization of genre and appraisal in ancient Chinese classics can be given due attention to.

**Key terms:** genre, appraisal, functional discourse analysis, *Dragon-Carving and the Literary Mind*

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## LI and LI

### ***Investigating the Language Use of English-Major Undergraduates in China—Case Study of English Majors' Language Practice in Jiangnan University***

**Presenter:** Xuening LI, Xiangming LI

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**Abstract:** This paper addresses the issues of curriculum design by investigating and profiling the English major undergraduates' language practice in workplaces based on their internship log. The investigation, led by functional genre theory, shows that: 1. translation is far more needed than the other four language skills of listening, speaking, reading and writing, 2. students are not fully exposed to the significance of linguistics, literature and culture expertise. 3. Students need to acquire the computer, technical and business expertise. 4. Some adjustments are to be made about the appropriate proportion of credit hours of related courses and rising amount of ESP courses. This paper suggests that the specified regulations of curriculum design help bring forth the amendments of

*University English Teaching Syllabus for English Majors* and the courses of linguistics ,literature and translation shall be closely related to the real language practice.

**Key terms:** curriculum design, genre, English majors

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## LI AND WANG

### ***A Contrastive Analysis of Ideational Metaphor in Chinese and English Scientific News Discourse: A Perspective of Prototype Theory***

**Presenter:** Wentao LI, Hairong WANG

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**Abstract:** According to Halliday (1985, 2004), grammatical metaphor can be found in all languages and in all use of language. It can be divided into ideational metaphor and interpersonal metaphor. Grammatical metaphor within the ideational metafunction involves a “re-mapping” between sequences, figures, and elements in the semantics and clause nexuses, clauses and groups in the grammar. Ideational metaphor is based on patterns that exist already in the congruent mode of realization. In the congruent mode of realization, a sequence is realized by a clause nexus and a figure is realized by a clause. In the metaphorical mode, the whole set of mapping seems to be shifted “downwards”. The congruent mode and metaphorical one form a continuum. A contrastive analysis of English and Chinese scientific news discourse reveals that ideational metaphors prevail in this discourse and are strikingly similar to each other in types. By constant reconstruction of experience of the world, based on the rapid development of science and technology, people form numerous metaphorical expressions to meet the needs of communication. This paper is intended to expound the congruent and metaphorical variations within the framework of Prototype Theory in cognitive linguistics, in the hope of providing a new perspective for the creation and interpretation of grammatical metaphor.

**Key terms:** Ideational metaphor, scientific news discourse, prototype theory

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LIANG, X

***A Study of Macro Metaphor in the French Lieutenant's Woman***

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**Abstract:** Metaphor is always taken as an important figure in both literary and ordinary language. Three major trends have dominated the study of metaphor, namely the rhetorical, grammatical and the cognitive approaches. According to rhetorical paradigm, a traditional inquiry dated back to Aristotle, metaphor is deviant and figurative language as opposed to literal and nonfigurative language.

Halliday extends both the sphere of this metaphorical study to include the ordinary language as well, and the method in observing metaphor. By grammatical metaphor he means the variation in the expression of a given meaning. Thus metaphor is studied from above, instead of from below, as variation in the meaning of a given expression like in the traditional study (Halliday, 2000: 342).

The sparks of cognitive elaboration of metaphor can be found in Richards' *The Philosophy of Rhetoric* (1936). He believes that metaphor can help show how thought and feeling and all the other modes of the mind's activity proceed (ibid.:93, 95). 1980 saw a pioneering book, *Metaphors We Live By*, published. Its joint authors Lakoff and Johnson announce that metaphor goes beyond a linguistic phenomenon. Conceptual metaphor functions as a system from which we can extract different linguistic expressions. In so doing, we borrow a concept from a more concrete conceptual domain to project a concept from a more abstract conceptual domain.

Paul Werth (1994, 1999) suggests that both rhetorical and grammatical studies of metaphor concern themselves with the mechanism of the single metaphor, which linguistically is contained within one sentence. Instead, Lakoff and Johnson consider not only single metaphors but families of metaphors. But Lakoff and his colleagues are still talking about sentence phenomena. Werth displays that it is the accumulation of different metaphors clustering around a single broad frame which gives some texts their incredible power (1999: 319).

But, as what I am going to show, even Werth's illustration still falls short of the task for analyzing the metaphors in a metafictional novel like *The French Lieutenant's Woman*. In the work, most metaphors are connected in the characterization, exhibiting a macro phenomenon, with some of the metaphors being presupposed in understanding the novel,

some being doubled-edged, and some having two domains which are not in the same era or the same constructed space. The study aims to build up a cognitive stylistic model for the study of macro metaphor in *The French Lieutenant's Woman*.

**Key terms:** rhetorical metaphor, grammatical metaphor, conceptual metaphor, macro metaphor, *The French Lieutenant's Woman*

LIANG and XIA

***The Construal of Ideational Meaning in PPT Presentation in EFL Literature classroom –An Analysis from Perspective of Multimodality***

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**Abstract:** PPT presentation is a form of computer-assisted teaching resource in English literature classroom. Taken as a new genre and “compared to text with a single semiotic code, the meaning potential of multi-semiotic texts is greatly expanded” (Wee, 1999:vi, cited in Cheong Yin Yuen, 2004:163). Thus, “it will become increasingly important to understand how the resources of different semiotic systems have been and can be combined” (Lemke,1998:111).

As research in this realm has not been as extensive as the purely linguistic texts of literature, this study, from SFL perspective, aims to probe the PPT discourse and contribute to the understanding of how the ideational meaning presented in the literature texts is construed with the PPT mediated discourse which involves sound, image and dynamic semiotics. The paper presents the analysis of the process of PPT presentation of selected literature works in the stylistic framework of foregrounding, interaction between the visual components and linguistic components, i.e. Ideational meaning of linguistic code can be translated into visual and/ or sound code, and vice versa.

Through this study , it is found that the multi-semiotic discourse --- PPT makes the linguistic texts contextualized for construction of the ideational meaning, and it brings the EFL learners convenient access to the analysis and interpretation of literature works in EFL curriculum.

**Key terms:** PPT presentation, multimodality, Ideational meaning, EFL literature curriculum

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LIAO, C

***Appraisal Theory and Teaching of FL Writing— A New Approach to Improving College Students' Writing Ability***

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**Abstract:** Guided by the appraisal theory of systemic functional linguistics, this paper comes up with a new approach to improving college students' writing ability, namely an approach to writing by making use of appraisal resources. The paper points out three major problems in Chinese college students' writing: 1) be off the point, 2) Chinglish, and 3) lack speed and fluency in writing. Then the paper makes a brief introduction to the concept of appraisal theory as well as its realization forms and within the frame of appraisal theory, analyses some model compositions of CET-Band 4 and 6 in China. The

result shows that appraisal resources are not only the commonly-used language materials for writing but also the key language materials to express a central argument of a composition. Next, the paper tells its readers how to teach students to write around key appraisal words and use appraisal lexical chunks to write. On the basis of the analyses and discussion, the author of the paper concludes that introducing appraisal theory into teaching of FL writing and enabling students to write by making use of appraisal resources will help , to some extent , solve the three major problems in Chinese college students' writing mentioned above and thus improve students' writing ability. In order to prove the conclusion, the author makes an empirical study of the writing ability on the part of the two groups of students—the students who have a good command of the approach to writing by making use of appraisal resources and the students who have no knowledge of it at all. The result shows that the former have done a better job than the latter.

**Key terms:** appraisal theory, appraisal resources, an empirical study, improve, writing ability

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LIAO, H

***Analyzing Speech Functions in CNN's Larry King Live***

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**Abstract:** As a popular program characterized by immediacy and dynamics, the television interview has become an arena in which audience members can not only get informed but also get entertained in that they can better understand issues and events in the public domain and appreciate how interviewers manage the art of questioning and how interviewees handle adeptly in the course of responding. By applying functional semantic model of dialogue proposed by Halliday and his followers (e.g. Halliday 1994/2001, Eggins & Slade 1997), this article aims to explore the exchange of speech functions in CNN's *Larry King Live* and specifically analyze the patterns of negotiation by means of support, confrontation and sidestepping employed by the interviewer and interviewees. It shows that different speech functions are selected by interactants in different stages of the interview and a network for the discourse structure in *Larry King Live* is proposed.

**Key terms:** speech function, exchange, CNN's *Larry King Live*

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## LIM

### ***Reconstructing Emancipatory Discourse as Multimodal Texts***

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**Abstract:** Explore how *visual* metaphor is a powerful, effective and *necessary* tool in Emancipatory Discourse, using a set of postcard advertisements, Propose that language along with other semiotic systems can and should be used towards working for greater freedom and respect for all people.

Particularly relevant and interesting to my study is Janks and Ivanic's (1992) work on critical language awareness and emancipatory discourse. In their chapter, they define emancipatory discourse as "using language, along with other aspects of social practice, in a way which works towards greater freedom and respect for all people." My study however, proposes a multimodal approach to emancipatory discourse. Instead of focusing on language alone, emancipatory discourse should utilize the combined meaning potential which can be produced by the intersemiotic interaction between language and other semiotic systems. I also adopt O'Halloran's (1999a, 1999b, 2003, 2005) concept of semiotic metaphor. My study is also an example of what Martin (2004) terms as positive discourse analysis. The tools of analysis I use are Halliday's (1978, 1985) systemic functional linguistics, O'Toole's (1994) framework for visual analysis and Royce's (1998) framework for intersemiotic complementarity.

I will be analysing the language, visuals and the intersemiotic complementarity between these two semiotic systems in ten postcard advertisements from a women's rights association. By analysing these postcards, I herald them as ensamples of how emancipatory discourse can and should be multimodal in its approach, particularly looking at how the use of visual metaphor along with language fills the deficiency that language as a system on its own has.

**Key terms:** emancipatory discourse, positive discourse analysis, visual metaphors, inteseimiotic complementarity, multimodal critical discourse analysis

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LIN, M

***A Corpus-based Approach to Cognitive and Pragmatic Functions of Discourse Markers***

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**Abstract:** Discourse markers signal a sequential relationship between the current basic message and the previous discourse. They have been studied under various labels, including sentence connectives, discourse connectives, discourse operators, discourse particles, cue phrases, and discourse markers. Although most scholars agree that discourse markers can be seen a signpost which relate discourse segments, there is no agreement on how they are to be defined or how they function. The purpose of the present paper is to explore cognitive and pragmatic function of discourse markers based on the theory of relevance and language adaptability.

Following a brief review of the current scholarly assumptions about and perspectives on this trope, this paper discusses functions of discourse markers based on a textual analysis of 30 conversation texts. It is argued that discourse markers are a resource for establishing discourse coherence and, more fundamentally, accomplishing and enhancing understanding in texts. It is shown that the study of discourse markers can therefore offer insights into our understanding of this concept on the one hand. Meanwhile, it is also shown that the corpus-based approach to discourse markers in conversation texts can best reflect the characteristics of discourse markers on the other hand.

**Key terms:** discourse markers, relevance theory, pragmatic function

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LIN and WANG

***SFL, Verbal Artistry & Poetic Translation: The Case of a Tang Poem***

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**Abstract:** It seems apparent that SFG has the potential to make a significant contribution to understanding the problems of poetic translation. This has been recognized by Huang (2002a and 2002b) and others (e.g Li 2003, Ding 2004), who have attempted to show through SFG-based analyses the inadequacies of the English translations of some Chinese poems. However, the existing studies mostly approach the analysis of each poem from a single meta-functional perspective, whether ideational, interpersonal or textual. Such analysis, it is argued, fails to explore the aesthetic inter-patterning of lexico-grammatical resources for all three meta-functions, an inter-patterning that Hasan (1985) suggests is at the heart of verbal art. This paper examines translations of a Tang poem, Xu Yin zhe Bu Yu, from all three meta-functional perspectives, to explore why each translated version might fail to capture the verbal artistry of the original poem. Consequently, the paper explores implications for poetic translation and language pedagogy.

**Key terms:** verbalart, stylistics, translation

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## LIPOVSKY

### ***'It's a Pity It'S a Great Pity That We Have to Choose at All': A Study of Interviewers' Appraisal in Job Interviews***

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**Abstract:** It is crucial that interviewers in job interviews make a good impression on candidates so they can attract the right candidate. The large body of literature on job interviews however mostly focuses on interviewers' impressions of candidates. This study aims at redressing the imbalance by examining interviewers' impression management strategies. In particular, it explores the ways in which interviewers evaluate candidates and their performances in the course of their interviews.

Drawing on Systemic Functional Linguistics Appraisal theory (Martin and White 2005), this paper examines a set of authentic job interviews in French, or French and English. The interview analyses are complemented by participants' meta-comments on their interviews. The paper analyses interviewers' expressions of feelings and beliefs about the candidates and their performance in the interviews, and discusses the effects of their appraisal strategies on candidates' impressions of their interviewers and interviews.

**Key terms:** appraisal, impression management, job interviews

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## LIROLA 1

### ***An Analysis of the Image of Women in Cosmetic Surgery's Leaflets. Visual Grammar as a Tool to Discover StereotypES***

**Presenter:** María Martínez LIROLA

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**Abstract:** The study aims to point out that the way in which women appear represented in multimodal cosmetic surgery's leaflets is different to the way in which men appear. This research explores the main strategies used to create meaning in 15 cosmetic surgery's leaflets published in 2008 in Alicante (Spain).

For its framework for analysis, the study draws on multimodality (Baldry and Thibault, 2006; Kress and van Leeuwen, 2006; Ventola, Cassily and Kaltenbacher (eds.) 2004) and the relationship between text and context proposed by Systemic Functional Linguistics

(Halliday, 1978; Halliday and Matthiessen, 2004). This presentation is also related to discussions on the representations of others (van Leeuwen, 1996; Nalon, 2000; van Leeuwen, 2000).

In our society there are many texts in which images of women are used for different purposes. Our research will analyse the main visual and linguistic characteristics in 15 multimodal texts in which people are persuaded of the benefits of cosmetic surgery. Special attention will be paid to the influence that the different linguistic and visual choices may have on society, i.e., the main strategies used for persuasion will be pointed out by applying the main principles of composition established by Kress and van Leeuwen (2006).

This study reveals that in many of the leaflets analysed women are treated as 'objects' and that the image of women that appears in some cosmetic surgery's leaflets is so aggressive that it could be understood as a new form of gender violence.

**Key terms:** multimodal texts, gender, visual grammar, context, woman

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## LIROLA 2

### ***Exploring the Potential of Visual Grammar and SFL to Explore Positive Aspects of Women of Different Cultures in Multimodal Covers***

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**Abstract:** The study aims to point out that the way in which women appear represented in multimodal cosmetic surgery's leaflets is different to the way in which men appear. This research explores the main strategies used to create meaning in 15 cosmetic surgery's leaflets published in 2008 in Alicante (Spain).

For its framework for analysis, the study draws on multimodality (Baldry and Thibault, 2006; Kress and van Leeuwen, 2006; Ventola, Cassily and Kaltenbacher (eds.) 2004) and the relationship between text and context proposed by Systemic Functional Linguistics (Halliday, 1978; Halliday and Matthiessen, 2004). This presentation is also related to discussions on the representations of others (van Leeuwen, 1996; Nalon, 2000; van Leeuwen, 2000).

In our society there are many texts in which images of women are used for different purposes. Our research will analyse the main visual and linguistic characteristics in 15 multimodal texts in which people are persuaded of the benefits of cosmetic surgery. Special attention will be paid to the influence that the different linguistic and visual choices may have on society, i.e., the main strategies used for persuasion will be pointed out by applying the main principles of composition established by Kress and van Leeuwen (2006).

This study reveals that in many of the leaflets analysed women are treated as 'objects' and that the image of women that appears in some cosmetic surgery's leaflets is so aggressive that it could be understood as a new form of gender violence.

**Key terms:** Multimodal texts, gender, visual grammar, context, woman.

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LIU, CB

### ***A Corpus-based Study in Detecting Covert Evaluation in President Obama's Inauguration Speech***

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**Abstract:** Within the field of discourse analysis, there has been an ongoing interest in exploring how the covert evaluative meaning is dynamically built up and traced in the discourse. Traditionally, analyses have been conducted through close readings of sporadic texts. This article attempts to show how the Appraisal tools (as developed within Systemic Functional Tradition) and corpora combine to unravel the implicit evaluative meaning. Taking President Obama's Inauguration Speech as an illustration, we compare an Appraisal analysis of the Inauguration Speech text with an Appraisal analysis of a corpus of related news reports of the event, detecting significant evaluative lexical patterns. As further substantiation, we set the sub-corpus of American news reports in the Bank of English as the major reference corpus. We maintain that the combined method can offer a systematic account of how the evaluative meaning is interwoven in the Inauguration Speech despite the fact that there might be no explicit wordings in the discourse.

**Key terms:** appraisal, corpora, inaugurationspeech

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LIU, CY

***Code-switching as Grammatical Metaphor: A Systemic Functional Perspective***

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**Abstract:** This paper attempts to investigate code-switching (CS) from the perspective of systemic functional grammar (SFG) by revisiting CS as grammatical metaphor and then exploring the socio-semiotic origin and implications of its metaphoricality, with an aim to elucidate the potentiality of SFG as applicable linguistics.

In the past few decades, CS has been widely approached from the perspectives of sociolinguistics, pragmatics, structural linguistics and psycholinguistics (e.g. Auer, 1988, 1995, 1998; Chan, 2001; Clyne, 1997; Halmari, 1997; Heller, 1988; Milroy & Muysken, 1995; Muysken, 2000; Myers-Scotton, 1988, 1993a, 1993b, 2002, 2006). The metaphoricality of CS, however, still remains a thorny issue since Blom and Gumperz (1972) proposed the distinction between situational CS and metaphorical CS. In recent years, some systemists (e.g. Huang, 2007; Lü, Huang & Wang, 2007; Vail, 2006; Wang 2007; Wang & Huang, 2006; Wang & Li, 2007) tried to explore CS in the light of SFG. However, to date, little research has ever been done to investigate the metaphoricality of CS by applying the systemic theory of grammatical metaphor to contact-induced phenomena. And this is the departure for the current project.

Based on the systemic notion of language as social semiotic (e.g. Halliday, 1978) and the sociolinguistic approach to CS as social-cultural index (e.g. Myers-Scotton, 1988, 1993a), this paper argues that CS can be revisited in the light of the systemic theory of grammatical metaphor (e.g. Halliday, 1985, 1994, 1995; Halliday & Mattiessen, 1999, 2004; Simon-Vandenberg & Taverniers, 2003). It is argued that the linguistic varieties involved in CS discourse are employed as meaning potentials (or symbolic capital, see Bourdieu, 1991) to index the context of situation as well as the context of culture. By deviating from the congruent pattern of monolingual communication, the bilingual or multilingual speaker shifts from one variety to another to exploit the “natural” relationship between meaning (semantics) and wording (lexicogrammar) to realize the symbolic power of code choice in accordance with the context in which the speech event takes place.



**Key terms:** code-switching, grammatical metaphor, language as social semiotic, symbolic capital, context

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LIU and HU

***Phonological Metaphor: A Systemic Functional Perspective***

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**Abstract:** This paper endeavors to revisit and justify the notion of phonological metaphor (PM) in the systemic framework of grammatical metaphor (GM) and then to investigate its status in GM and its realizations.

The systemic framework of GM has recently extended to include both “metafunctions” and “stratifications” (Hu Zhuanglin, 2004). Based on Halliday (1978)’s analysis of the variation of “antilanguage”, Veltman (2003) tentatively investigates PM. However, his initiation has not received much attention ever since. And this is the departure for the current research.

This paper comprises four parts. Firstly, the term PM is defined in the light of Berry (1977), Halliday (1985/1994), Halliday and Matthiessen (1999, 2004), etc. as the marked variant(s) in deviation of the neutral or congruent phonological representation of meaning. Then, this notion is then justified in the light of the systemic notion of “natural” grammar, the stratification of language, and the hierarchical nature of phonological structure. Next, the systemic notion of “grammar” is revisited to cover linguistic resources at all levels of language. Accordingly, GM in a broad sense encompasses both PM and lexicogrammatical metaphor (i.e. GM in a narrow sense). The paper concludes by expounding PM as linguistic features beside the clause. It is argued that PM is realized in the two aspects of prosody, i.e. intonation and rhythm, as classified by Halliday & Matthiessen (2004), with the former further realized by variation in tonality, tonicity and tone.

**Key terms:** phonological metaphor, justification, prosodic realizations

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LIU, L

### ***Story Told in the New York Times: Discourse Analysis Based on Critical Realism***

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**Abstract:** In critical realism, discourse is considered as constituting our social realities, and material practice is given an ontological status which is independent of, but in relation with discursive practice. This dichotomy between discursive and material practices makes it possible for us to represent and then construct the material world with discourse. In this article, with a case study as an example, we intend to acquire a holistic picture of discourse studies based on critical realism.

**Key terms:** critical realism, discourse studies, case study

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LIU, N

***A Functional-Stylistic Approach to the Description of Nature in Sons and Lovers***

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**Abstract:** *Sons and Lovers* is one of the best novels written by D. H. Lawrence and has been widely studied due to its profundity. Among other things, the description of nature in the novel plays a very important role in illustrating the inner world of the characters, as well as reflecting the author's love for nature and objection to the dehumanizing and mechanized modern world brought by the industrialization. The study of the descriptions of nature is mainly carried out by literary critics, analyzing the symbolic meaning in them.

This paper aims to analyze the stylistic features of the description of nature in this novel employing a functional-stylistic approach, on the basis of the theory of foregrounding. According to Halliday, foregrounding is prominence that is motivated. A feature that is brought into prominence will be "foregrounded" only if it relates to the meaning of the text as a whole. In *Sons and Lovers*, the description of nature sees an abundant use of material processes instead of the existential ones. The effect is that on the first level it depicts the liveliness of nature and on the second level it reinforces the influence that the nature exerts on the characters. Therefore this use of material process can be seen as foregrounded and is worthy of further scrutiny for a better appreciation of the novel.

LIU, S

***Corpus-based Study of the Structural Patterns of Affect***

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**Abstract:** This paper is based on a premise that there are two levels of meaning functioning in discourse – descriptive and evaluative, and that evaluation (the expression of the writer's or speaker's opinion) is an important feature of language. A review of the literature reveals that the nature of evaluation is an area seldom mentioned by those

scholars, their research foci are mainly on one or several aspects of what I term the “evaluative category”, such as modality (Stubbs 1986; Halliday 1994; Fleischman 1995), affect (Besnier 1993; Ochs 1989), attitude (Halliday 1994; Tench 1996), evidentiality (Chafe 1986; Chafe and Nichols 1986), intensity (Labov 1984), hedging (Holmes 1988; Hyland 1996), stance (Barton 1993; Beach and Anson 1992; Biber and Finegan 1988; 1989). This paper makes an attempt to define evaluation from the perspective of axiology, linguistics and communication studies. Evaluation is thus defined as the value judgement (evaluative category) made by the evaluator (subject of evaluation) towards the evaluated (object of evaluation) based on certain norms in a given culture.

The paper draws data from the Bank of English. A revised framework of Appraisal Theory is developed in this paper. The system of ATTITUDE is claimed to have two sub-systems (AFFECT and JUDGEMENT) rather than three. This conclusion is made based on a two-component view of attitude: an affective (i.e. emotion-based) and a cognitive (i.e. belief-based). Following this two-component view of attitude, Appreciation is categorized as a category of JUDGEMENT, rather than as a sister subsystem of JUDGEMENT as proposed by Martin (2000) and his colleagues.

Secondly, the structural patterns identified from the corpus have made a significant contribution to Appraisal Theory, in that they provide a corpus foundation and sufficient evidence for a grammatical approach to evaluation. These patterns, which are claimed to be diagnostic of evaluative categories, bridge a gap between lexical and grammatical studies of APPRAISAL. The introduction of APPRAISAL study from the perspective of corpus linguistics and grammar complements Appraisal Theory and broadens the views of Appraisal theorists. The findings also reveal that APPRAISAL can be, and must be studied from different perspectives and should not be confined to lexis.

Thirdly, a semantic typology of the sub-systems of ATTITUDE from the findings of patterns makes the classification more delicate and more systematic. In AFFECT, drawing on psychology and sociology, as well as findings from the corpus, I classify AFFECT into different semantic categories. The category of “*being something*” and “*feeling something*” takes us to consider what basic AFFECT is, which is also a puzzling question in psychology. The identification of basic AFFECT is based on three different kinds of experiences that human beings perceive the world. The core of the affective experience is termed as basic emotions and the peripheries of the three kinds of experiences are classified as complex AFFECT. The patterns also reveal that writers/speakers are more freely to express their own AFFECT other than AFFECT of a third party. This observation leads to a generalisation of Authorial Affect and Non-authorial Affect. The identification of

Authorial Affect and Non-authorial Affect is useful for discourse analysis in many ways, one of their chief function is to trace the source of evaluation. Another observation is that choice of a particular kind of AFFECT might be an indication of genres, a topic of interests in discourse analysis. The patterns under study are further divided into Emoter-oriented and Trigger-oriented types. Emoter-oriented patterns take a human subject, while the Trigger-oriented patterns take a non-human subject. This classification offers us a way to understand the pedagogical implications of teaching patterns in English to students in ESL classrooms. It is also directly relevant to syntactic explorations into evaluative patterns in different languages.

**Key terms:** APPRAISAL; ATTITUDE; Structural potential; Corpus

LIU and TIAN

***The Construction of China's National Identity in the Reports on Shenzhou VI by Chinese and American News Media***

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**Abstract:** October 12<sup>th</sup>, 2005 is of historical significance for China, which saw the successful launch of the second manned spacecraft Shenzhou VI into space. The Chinese media, whether state or local, print or visual, broadcasting or televisual, report in detail the efforts of the preparation for the success of the launch of Shenzhou VI. With greatly enhanced national strength indicated by its accession into WTO, Beijing's successful bid for the 2008 Olympic Games, and the launching of Shenzhou V in 2003, China plays a more and more important role in the international affairs. The rapid development in various fields in China reflects its rising status in the world. That's why the news media around the world follow the economic and social development in China.

National identity refers to "a persistent but constantly revised set of beliefs, values, practices, characteristics and symbolic representations shared by the members of a nation, and the collective expression of an individual sense of belonging to such a national community" (Guo, 2004: 10). Wodak (1999: 3-4) points out that national identity as a special form of social identity can be "modeled" and "remodeled". Alternatively, our identities, whether group or individual, are not natural facts about us, but are things we construct (Joseph, 2004: 6). Therefore the way how China's national identity is constructed by the Chinese and American new media on Shenzhou VI will be studied in this paper. On one hand, these reports reflect the different political purposes of the two

countries; on the other hand, they reveal the strong power of the news media in guiding people's behavior, changing people's stereotyped thinking, and influencing people's ideology.

This paper chooses a report from China Daily and a report from New York Times for analysis and finds out that different national identities are constructed by the two news media for China. We see that the report from *China Daily*, "voice of China", emphasizes the unity of the country, the increasing strength of the nation and the excitement and cheerfulness throughout the world due to the successful launching of Shenzhou VI. All the above helps construct a positive national identity of China. It unites the Chinese people as a whole and makes them feel confident about the mission and proud of being a member of the country. The nation is presented to be peace-loving, powerful and persistent in space technology and important and influential in the world.

However, the American media do not construct China's national identity in the same way. They stress China government's vagueness in releasing news on Shenzhou VI, suggest the hidden political purpose of launching the space craft, and veil their doubt about China's ability to develop space technology. The image of China presented in the American news report is untruthful, unreliable, unimportant in international society, and unable to pursue further development in space technology.

Based on the analysis above, it is clear that language teaching should not be solely focused on language points and structures, it should also help learners find information hidden between the lines in the social and historical context of the news. Moreover, teachers should help their students develop critical awareness and sensitivity in reading news reports.

**Key terms:** national identity, construction, Chinese news media, American news media

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LIU and LI

***Selection of Reading Materials in High School English Textbooks from Genre Perspective***

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**Abstract:** Textbooks are fundamental components in the English language teaching, especially in the Teaching English as Foreign Language (hereinafter referred to as TEFL) context, such as in China. They provide the primary linguistic input, and are essential to the development of learners' English competence in China. Given the great significance of genre in the creation of meaning at and beyond the discourse level, this study undertakes a detailed examination of reading material selection and arrangement in the series of textbooks published by People's Education Press (hereinafter referred to as PEP) from the genre-based perspective. The findings show that genres selected in the textbooks are not varied enough, leaving learners ill-prepared for a wide range of communicative encounters both within and beyond school. Two genres, arguments and text reviews, are largely ignored, hindering the cultivation of learners' critical thinking. Furthermore, the way texts are distributed in the textbooks may undermine students' communicative competence and slow down the formation of effective learning strategies. The examination of the relation between reading materials and writing tasks reveals that on the whole there is no close connection between input and output in terms of genre in a unit, and the learners' productive use of language is not given high priority in the selection of reading materials. The study therefore emphasizes the necessity of enhancing genre-awareness and discourse-awareness of all parties concerned, proposing that a balanced view should be adopted in the reading material selection and arrangement in

textbooks. It also stresses the importance of textbook adaptation to suit the needs of students.

**Key terms:** genre, textbook, English teaching

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## LIU AND YANG

### ***Demetaphorizing or Metaphorizing: A dynamically interactive model of the congruent and metaphorical modes of realization***

**Presenter:** Zuqin LIU, Bingjun YANG

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**Abstract:** How language evolved from protolanguage to modern language is still a myth although some theories and hypotheses have been put forward to try to uncover it, among which Halliday proposed that much of the history of a language is a history of demetaphorizing. In order to reconsider the possible way of language evolution, it is necessary to observe language evolution in terms of both phylogenesis and ontogenesis. Such observation may be more convincing, according to which language is initially congruent and the history of a language is a history of metaphorizing more than demetaphorizing. The process of language evolution may be one in which the metaphorical mode of realization originates from the congruent one in the initial state of language, and then the congruent and the metaphorical forms develop in a dynamically interactive model.

**Key terms:** congruent mode of realization, metaphorical mode of realization, metaphorizing, dynamically interactive model

## LOW AND GUO

### ***Multimodal analysis of English Language Teaching (ELT) textbooks used in China***

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**Abstract:** Moving from “infirmity” to “interactivity”, linguists’ interests in multimodal studies have been gradually expanding in the past couple of decades. Kress and van Leeuwen (2006), Martin (2002), Ventola (2006), Matthiessen (2007), Bateman (2008) and many others have found ways to apply Halliday’s (1994) systemic-functional approach to explore metafunctional meanings made from the combinations of language, images, sounds, actions and other semiotic modes. However, little research has conducted to analyze ELT Textbooks from a multimodal perspective which is a central component in classroom practice.

This study analyzes and compares multimodally three different ELT textbooks for secondary school students used in China. It attempts to apply Kress and van Leeuwen’s (2006) grammar of image and Bateman’s (2008) GeM model to explore how ideational, interpersonal, and textual meanings realized through the codependence of visual and linguistic semiotic modalities in their page layouts. Through the data analysis, the result of findings revealed that different semiotic modes in the pages of different textbooks contribute differently in terms of stimulating students’ visual literacy and guiding students to read textbooks effectively. The systematic framework of evaluating visual elements and visual design of ELT textbooks is developed. The effectiveness of the new model to analyze multimodal written document within the multimodality discipline is discussed. Moreover, the new direction to develop textbooks with respect to enhancing students’ multiliteracy is recommended.

**Key terms:** multimodal analysis, multimodality, ELT textbooks, layout, metafunctions

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LU, B

### ***A Tentative Study of Degree Modification of Classifiers in Nominal Groups***

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**Abstract:** This paper discusses the degree modification of classifiers in nominal groups from a Chinese perspective. The present study questions the validity of Halliday's idea that classifiers do not accept degrees of comparison or intensity. What we attempt to address in the present paper is that degree modification of classifiers in nominal groups is possible in modern Chinese.

There are five parts in this paper. We start with a brief introduction to Halliday's idea about classifiers in nominal groups. Then we examine living examples in daily Chinese to testify our hypothesis that degree modification of classifiers in nominal groups is possible. An additional discussion of features of this type of nominal group is also provided. In what follows, we analyze the reasons why the degree modification is possible from perspectives of both the structure and the function. We find in our study that structurally speaking, degree modification of classifiers is closely related with the phenomenon of nominalization, functionally speaking, proper use of this degree modification is very novel and attractive and can have very special pragmatic effects. Besides, we deepen our discussion on nominalization through comparison between Chinese and English, through further studies of web language and Yiyang dialect.

Based on these findings, we may conclude that as the development of modern Chinese, degree modification of classifiers in nominal groups is possible. Admittedly, what we have

discussed in this study is far from complete. But we still learn that the study of language should keep an alert eye on the latest development and appearance of language forms.

**Key terms:** classifiers, degree modification, nominal groups, modern Chinese, nominalization

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LU, D

***On the Semantic Potential and Configurative Type of Chinese Tp-clause***

**Presenter:** Danyun LU

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**Abstract:** The Mandarin Chinese is affluent in Topic-prominent constructions while the domestic researches into the domain are still controversial over the syntactic status of its constituents and the grammatical identity of the Preposed-topic. Some researches were flawed by the inconsistency with the definition of the unit of Tp-structure, the hasty loan of terms from different theoretical backgrounds or a blurring spectacle on functions of language at distinguishable strata. This paper probes into the semantic potential of Tp-clause by applying the meta-function philosophy and stratification theory to the analysis of relation of meaning and structure. The conclusions include: the Preposed constituent functions as the Theme to realize textual meaning and the Circumstantial of Matter to represent experience, with the Thematization of Matter, Tp-clause realizes the choice of Theme-focusing. The paper further investigates into the system of Theme-Focusing, extends the present system along the cline of delicacy and adds three more entry conditions. Theme-focusing in Chinese is therefore of 24 types of grammatical configuration and the 24 types of Tp-clauses are presented in Fig.6.

**Key terms:** tp-clause, theme-focusing, preposed-topic, semantic potential, configurative types

LU, H

***Argumentation versus Narrative: A Critical Inquiry into Two In-service Teacher Education Programs***

**Presenter:** Huixia LU

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**Abstract:** The slogan “Teachers as Curriculum” has become popular nowadays. Despite the policy discourse which claims more professional autonomy for teachers, knowledge- and-skills-based approach to teacher education is still favored. By drawing on Cochran-Smith & Lytle’s (1999) three concepts of teacher knowledge, this thesis tries to elucidate three related modes of teacher education, and argues for the inquiry community pattern of teacher education which may truly bestow complete professional autonomy on teachers.

This study investigates two in-service teacher education programs. One is a two-day short term training course for primary school English teachers, and the other is a one-semester course of Master Degree Program in Education<sup>2</sup> for middle school English teachers (Ed. M in English teaching). I focus on the discourse aspect of each course. The former is taken in the form of lecture, and the latter seminar. In the lecture, the teacher educator works through a pre-set agenda or routine, and takes strict control over turn-taking, topic, exchange structure, etc. The main element of the genre is argument whose purpose is persuasion and conviction. The teacher knowledge transmitted in this kind of program is systematic, objective and propositional. It endows the teacher educator with the role of the knowledge-transmitter, and the trainee teachers the knowledge-receivers. On the other hand, in the seminar kind of Ed. M course, the teacher educator doesn’t have tight control over her agenda or routine. The main element of the genre is narrative where the agenda, the content, etc. are all realized in the form of story-telling. The teacher knowledge being shaped in it is subjective, local, and critical. Therefore, the teacher educator becomes a facilitator, organizer and co-learner, and the Ed. M students fully involve themselves in independent thinking, enquiring and learning.

Further identification of the characteristics of pedagogical discourse of two teacher educators also demonstrates their different identities and understandings as teacher trainers. In the first one, the language of the teacher educator reveals the characteristics of the management argument which is executive in nature. Therefore, the teacher

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<sup>2</sup> The Master Degree of Education started in 1997 in our country. It is supposed to help those who have more than two or three years of teaching experiences, developing their pedagogical and academic abilities.  
<http://www.moe.edu.cn/edoas/website18/level3.jsp?tablename=1301&infoid=22350>

educator appears herself as a curriculum designer and thus enforces a role of curriculum implementers on trainee teachers. While in the second one, the language of the teacher educator also contains an element of argument, but the argument is made in the form of story-telling, which reveals the characteristics of the argument in arts, inviting open discussion, reflection and multiple understandings. In this way, the teacher educator appears herself as a co-learner of the Ed. M students, encouraging initiatives and independent, critical thinking among them.

In the end, the paper discusses the issue of teacher education from the perspective of language philosophy, and concludes by pointing out the limitations of the paper and the direction of further research in this area.

**Key terms:** in-service teacher education, teacher knowledge, critical discourse analysis, genre of argument, little narrative

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LU, S

### ***Rethinking of Text in the Systemic Functional Linguistics***

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**Abstract:** Text or discourse, a phenomenon difficult to define, has been the focus of linguistics for a long period of time. It is M. A. K. Halliday who, for the first time, states that

a text is a semantic unit, which can be realized through grammatical structures (mainly clauses). With systemic theory and social semiotic theory, Halliday has built a powerful systemic functional linguistics frame, and explained clearly how language is used and why it is so used, by illustrating how metafunctions and their related meaning subsystems can be realized by lower strata lexicogrammatical and phonological structures with the highest unit: clause and other constituents. In a way, Halliday's theory is a great contribution to linguistics and has thrown great light on part of truth of human languages. With the coming of multimedia age, texts tend to be represented by other semiotic modes, and the study of multimodal discourse, initiated by G. Kress and T. Leeuwen, has been more and more concerned by researchers. In Kress's study, text is defined as a combination of visual modes and written text, based on Halliday's systemic functional linguistics. Apparently, the concept of text in Halliday's theory has been expanded, though Kress analyses multimodal discourse still under Halliday's theory frame. The present study tries to probe into the definition of text or discourse by comparing and analyzing different definitions by researchers. The author finds that, according to Halliday, systemic theory is a theory of meaning as choice, by which a language or any other semiotic system, is interpreted as networks of interlocking options, so we can state that it is reasonable for us to treat a text as a multimodal text, and that the connotation and extension should be widened as social culture and multimedia technology develop, for the linguistics study should adapt to the development of society and cultures. But the present study of multimodal discourse study is still on the way, and a lot should be done with it. The question as to how a speaker has an effective coherent communication with others by choosing different modes is one of the similar questions to be answered. The author concludes that, with the broadening of text concept, we need a better understanding of the truth of text from a new perspective based on the present systemic functional linguistics.

**Key terms:** text, multimodal discourse, definition, systemic functional linguistics

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LV

***Textural Metaphor of Projecting Clause in Literature Review of Academic Discourse***

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**Abstract:** It is found that grammatical metaphor is a major contributor to the construction of academic discourse. Currently, there is a massive body of research on ideational and interpersonal metaphor of projecting clause which is an essential feature of academic discourse but few studies focus on textural metaphor of it. This paper, based on the theory of Systemic Functional Grammar (SFG), explores textural metaphorical function of projecting clause which is frequently used in literature review of academic discourse. As one type of grammatical metaphor which involves certain kinds of relocation in the mapping between semantics and lexicogrammar, textural metaphor is realized in metaphorical thematic structure and metaphorical information structure. By applying the principles of textural metaphor in SFG to the analysis of metaphorical function of projecting clause, as an exploratory study, we compare the use of projecting clause in literature review of high-rated academic discourse and low-rated ones both. Finally, we find that the appropriate use of textural metaphor of projecting clause in literature review can facilitate the cohesion of discourse.

**Key terms:** textural metaphor, projecting clause, academic discourse

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MA, D

***The Behaviorist Tradition in Western Linguistics: Its History and Problems from the Socio-Cognitive Perspective***

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**Abstract:** This present paper identifies the behaviorist tradition of western linguistics, the historical dimension that has rarely received adequate attention. The present study is above all else an attempt to work out its origins, the historical foundations, the negative impacts on language study. The historical analyses presented here are based on an extensive and detailed investigation of the historical record and are to be approached from a social-cognitive perspective. There are in succession two major undertakings of the paper: first is to address the issue of the underlying assumptions for the emergence of behaviorism, which provides a loosely chronological overview of behaviorism, emphasizing those aspects of it that are most relevant to its historical roots. Second, the above-mentioned retrospective survey opens the way for an evaluation of behaviorism in terms of its long-term failings and negative influence cast upon the study of language. Against this criterion, it is found that the behaviorist view of language can be traced back to the ancient Greek and finds its track in the whole western history till the present time. The paper then points out the problems with which this approach is confronted and rectifies it to the socio-cognitive line of language study.

**Key terms:** behaviorism, western linguistics, historical survey, problem, socio-cognitive approach

MA, Y

***Text-World and Appraisal Theories: A Complementary Contribution to Discourse Analysis***

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**Abstract:** Discourse Analysis (DA) has been a thriving subject within the previous two decades in China, under the influential and propelling forces of Systemic Functional Linguistics. Scholars of SFL employ the three meta-function theory to analyze discourse configuration and semantics, bearing many a fruit among which the Appraisal Theory is a prominent case in point.

Apart from SFL, many other approaches to Discourse Analysis are used. An outstanding one is the Cognitive Linguistic approach. Some scholars have done the Cognitive Discourse Analysis on metaphor, extended metaphor and metonymy, others on cohesion and coherence, making benefit from theories such as Mental Space Theory, Blending Theory, Image-Schema and Frame Theory, etc.

The present situation is: SFL approaches to DA touch a bit on cognition while Cognitive Linguistic approach needs a systematic theoretical framework for DA. The complementary work is unavoidable by making use of SFL's theoretical framework and of discourse users' pervasive cognition.

The paper starts from the introduction of Text-World Theory, exploring attitudes and interpersonal relations in different layers of texts: discourse world and mental representation, focusing on deictic expressions, transitivity processes, mental representation and attitudes. It then unfolds with the analysis of a piece of text, using Martin's Appraisal Theory and Text-World together, trying to present a relatively satisfactory framework of DA for both functionalists and cognitive linguists. The conclusion is that a complementary contribution to DA can help better the present framework of Discourse Analysis.

**Key terms:** text-world, appraisal theory, cognition, discourse

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MAO, H

***Access, Context and Manipulation of Discourse Power***

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**Abstract:** An increase in power diminishes freedom for those who are subjected to this power. This interaction may be restricted to a specific social domain, and also affect the power holder. At the same time, the exercise of power may lead to resistance and the exercise of counter power. Text and talk appear to play a crucial role in the exercise of power. Discursive power also involves the control over discourse itself. The powerless generally may have control only in everyday conversation, and are merely passive recipients of official and media discourse. Whether in its direct or in its indirect forms, power is both enacted and reproduced in and by discourse. Without communication – text and talk – power in society can hardly be exercised and legitimated. Power presupposes knowledge, beliefs and ideologies to sustain and reproduce it. Discourse structurally shows and communicates these crucial conditions of reproduction for all societal levels, dimensions and contexts. Manipulation involves enhancing the power, moral superiority and credibility of the speaker(s).

**Key terms:** discourse, power, context, manipulation

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MENG

***A Comparison of Visual Communication between Chinese and English Advertisements***

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**Abstract:** The phenomenon of multimodality in social communication has attracted the attention of many linguists. More and more discourse analysts realize that the study of language alone can not fully account for the complexity of human communication and will be better complemented with considerations of other modes, like visual images, audio features, gestures, and so on. Multimodal discourse analysis is a fruitful effort in this direction. Adopting a holistic view toward social communication, this framework extends the fundamental concepts of systemic functional linguistics to the analysis of various modes of human communication and their function in the meaning-making in society. Many research has been conducted in this field, such as analysis of visual grammar, gestures, soundtrack, etc..

This paper aims to demonstrate the notion that visual communication is neither a culturally transparent nor universally perceived means of communication. Instead, it is even more culturally and ideologically loaded than other communication systems in that it operates very often at the unconscious level of mind and thus is more easily free from the critical analysis. I will draw on the composition framework of visual texts developed by Kress and van Leeuwen (1996), especially the two descriptive categories - spatial arrangement and visual directionality, to analyze some advertisements on Chinese and English newspapers. The analysis finds that the western and Chinese advertisements display very different features in this respect, and can only be satisfactorily explained with consideration of a complex array of underlying factors including traditions of visual culture, writing system, philosophy, etc.

**Key terms:** visual communication, advertisements, textual composition, visual directionality

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## MIAO

### ***Patterns of Multiple Theme in News Discourse***

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**Abstract:** Theme is the point of departure for the message, and that which locates and orients the clause within its context (Halliday & Matthiessen 2004: 64). Theme usually occupies the initial position in a clause and falls into three basic categories in terms of discourse semantics: textual, interpersonal and ideational. The way discourse unfolds is largely determined by the choice of the clause constituent as theme, because thematic choice not only reflects how the message is presented, but also locates and orients the clause within an ideational and/or interpersonal framework. Multiple theme consists of an experiential element, plus a textual or interpersonal element or both. Building on studies of patterns of thematic patterns by Smits (2002) and Hannay (2007), this paper aims to discuss the three major patterns of multiple themes in news discourse: stepwise, focalizing and grounding. It also attempts to discuss the functions of patterns of multiple themes in new discourse.

**Key terms:** multiple theme; patterns; news discourse

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## MOYANO

### ***Exploring Verbal Processes in Discussions of Academic Articles in Spanish***

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**Abstract:** The aim of this paper is to identify in a small corpus of Research Articles' Discussions in Spanish the verbs that realize Process in verbal clauses, the nature of the participants serving in these clauses, and the type of projection which they are involved in, as a contribution to a collection of data for the future construction of a descriptive resource for verbal Process in the language under focus. It will also show the recurrent environment of these Processes and discourse functions of these verbal clauses in the selected text-type. The corpus consists of 16 texts from 4 different disciplines (Sociology, Economy, Microbiology and Ecology) and the analysis has been done manually as a first exploration. This work is related to other studies with the main goal of contribute to the study of a range of languages using systemic functional theory of language in context (e.g. Caffarel, 2006, Gouveia & Barbara, 2006, Gouveia, 2008, Teruya, 2007, Arús, 2008, Fang, 2008, Shin & Kim, 2008, Susanto, 2008, Thoma, 2008) and their typological relationships (Caffarel, Martin & Matthiessen, 2004), identifying the uses of grammar in discourse in context across registers and text types (e.g. Teruya & Figueredo, 2008).

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## MU

### ***Western Rhetoric Studies: From the Perspective of Appraisal Theory***

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**Abstract:** This paper aims to carry out a survey of the Western rhetoric studies from the perspective of Appraisal Theory developed by Martin and his colleagues within the Systemic Functional Linguistics.

Appraisal is an interpersonal function for language that concerns "the subjective presence of writers/speakers in texts as they adopt stances towards both the material they present and those with whom they communicate" (Martin and White 2005:1). It consists of three broad categories: (i) Attitude, the central conception in AT including "three regions of

feelings”: Affect, Judgement, and Appreciation, (ii) Engagement, the “resources of intersubjective stance” comprising Monogloss and Heterogloss, and (iii) Graduation, the “up-scaling and down-scaling” prototypicality (Focus) and intensity (Force).

Rhetoric has enjoyed many definitions and accommodated differing purposes in its long and vigorous history. In its various incarnations, rhetoric has been a powerful force in public affairs and in education for most of its existence since the fifth century B.C.E. This power springs from the three persuasive appeals which are clarified by Aristotle and echoed by his followers. They are: i) logos, the appeal to reason, ii) pathos, the appeal to emotion, and iii) ethos, the persuasive appeal of one’s character. The consecutive development of rhetoric proves to be centered round the elaboration on achieving these three appeals and a close scrutiny of the achievements resulted turns out that they are concerned with the interpersonal of language and hence can be situated in Appraisal Theory. This can be illustrated by the following example:

Kenneth Burke (1952: 41): The most characteristic concern of rhetoric [is] the manipulation of men’s beliefs for political ends....the basic function of rhetoric [is] the use of words by human agents to form attitudes or to induce actions in other human agents. (Engagement /Affect /Judgment/Appreciation)

Therefore, an appraisal survey inspired within the purview of Western rhetoric studies is presented herein by following a chronological sequence in the hope that it will help to underpin the Appraisal Theory.

**Key terms:** Western rhetoric studies, interpersonal function of language, appraisal theory

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## **NANRI**

### ***Social Process, Schematic Structure, and Coding Orientations***

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**Abstract:** The linguistic semiotic model proposed by Martin (1992) contains the level of genre (or the level of the context of culture), where social processes are explained as goal-oriented schematic structures, the notion of which is equated with rhetorical mode (Halliday & Hasan 1985:12) or text structure (Martin 1992:505). The model also

contained the level of ideology, which could be interpreted (against Martin's intention) as the teleological force that manipulates all the other components of the linguistic semiotic model, but this level has been deleted since 1997 (Martin 1997). The present study attempts to restore ideology in Martin's linguistic semiotic model (without taking a deterministic viewpoint) through an elucidation of the relation between social process, text structure, and ideology (or coding orientation engendering subjectivity), which is conducted by analysing 70 news stories and editorials that report or comment on a murder committed by a twelve-year-old girl in Nagasaki in June 1, 2004. The news stories and editorials have been taken from Japan's two largest and most influential newspapers, anti-government *Asahi* and pro-government *Yomiuri*.

The present study first defines ideology as an intention to dominate a give context of situation equipped with certain knowledge and beliefs shared by a group of people, and then suggests a dialectic relationship between ideology and social process and text structure, where the former is teleologically realised by the latter but at the same time the latter function as constraint on the former.

The data to be investigated are 30 news reports carried on the news newspapers' homepages from June 1 to 3, 2004, and 40 news reports and editorials carried in hard copies of the *Asahi* and *Yomiuri Shimbun* in early June 2004.

The present study conducts two types of analysis: a schematic structure analysis of each text, and a schematic structure analysis of the social process of news gathering/dissemination concerning the foregoing murder in early June 2004.

**Key terms:** ideology, social process, text structure, news reports

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NIU

#### ***Nominalization in Non-English Majors' Writing in China Context***

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**Abstract:** Myriad studies regarding Systemic Functional Grammar (SFG) have been undertaken in the English education in China ever since it was first introduced to the mainland of China (Huang 2000). However, these studies are mainly concerned with the application of SFG among English-major students while the teaching of English for non-English-major students remains the same, mainly with the traditional grammar approach, and the research concerning the application among non-English majors is rarely seen. Based on Functional Linguistics (Halliday 1994; Halliday & Matthiessen 2004), the present study aims to investigate the use of nominalization, one aspect of SFG, in non-English-major students' compositions, to identify their problems and difficulties encountered in the application of nominalization and to explore the applicability of functional approach to facilitate their English learning. An 80,000-word corpus was built to achieve this goal. The findings prove that the negligence of the relationship between nominalization of words and the function of nominalized expressions, as well as the insufficient application of nominalization, accounts partly for the poor writing competence of the non-English majors. The conclusion is that effective application of nominalization is helpful for non-English-major students to improve their writing proficiency.

**Key terms:** systemic functional grammar, nominalization, competence

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## NUNES AND PAGANO

### ***Modelling Translation in Literary Texts: An Examination of the Conjunction but in English and its Prototypical Equivalent mas in Brazilian Portuguese***

**Presenter:** Leonardo Pereira NUNES, Adriana Silvina PAGANO

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**Abstract:** This study presents an analysis of the system of CONJUNCTION in a bilingual parallel corpus of texts originally written in English and their renditions into Brazilian Portuguese. It aims at gathering insights into the use of adversative internal and external conjunctions in each language and at contributing to an emergent systemic-functional description of such system in Brazilian Portuguese built from a cross-linguistic perspective. The work draws on Halliday & Mathiessen (2004) concerning the system of COHESION incorporating insights by Halliday & Hasan (1976) with regard to the system of CONJUNCTION. Conjunctions function as a means of systematically connecting clauses and clause complexes. They can be construed within ideational meanings (external relation) or enact interpersonal meanings (internal relation). Thus, relations established through conjunctions can be analysed on the grounds of the content of a message and on the speaker's attitudes towards the events. Elaborating on this dual aspect of conjunction use, Thompson (2005) draws on Martin and Rose (2003) and explores a textual dimension in analysing internal conjunctions, thus providing a tridimensional view of cohesive marks. A question that can be posed regarding external and internal conjunctions is how the meanings constructed through them are likely to be recreated in translated texts. It is precisely this question that motivated the present research, which analysed the multiple meanings of the conjunction *but* in English and realizations of this conjunction in the translated texts in three novels and their translations, with a view to computing instances of external and internal conjunctions and comparing their uses in both languages. Instances of *mas* in the translated texts and realizations in the original texts were also examined. Quantitative data obtained through Wordsmith Tools© showed a significant occurrence of *but* in the source texts and its prototypical *mas* in the target texts, manual annotation indicated that both prototypes mainly convey an adversative /concessive meaning. The analysis showed, however, that *mas* does not always realize the same semantic function as *but* in the source texts, therefore suggesting further functions for this conjunction in Brazilian Portuguese.

**Key terms:** translation, equivalence, conjunction, language description

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PAGANO, NEUMANN, et. al

***Social Distance across Languages: A Work Report on the Register Network***

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**Abstract:** The present paper reports on the ongoing work of a register network that was established in 2007. The network has chosen to work on tourist leaflets in Chinese, Thai, Portuguese, Spanish and German with a second round of languages (Korean, Japanese, English) still pending. A first set of analyses gave an overview of lexico-grammatical features of the register in the various languages (see Pagano et al. 2008). The next step consists in a closer analysis of one aspect of register variation that is expected to vary across languages due to the varying cultural context, namely social distance or contact (Halliday & Hasan 1989, Poynton 1985). As one of the subdimensions of tenor of discourse, social distance is concerned with the amount of shared social and communicative background ranging from intimate to formal contact. It should be realized, for instance, by different lexical choices, forms of address, contractions etc. (Neumann 2008). The paper will discuss the language-specific options at risk and present exemplary analyses. It will shed light on the contrastive differences in options to realize social distance in general. Against the background of these contrastive differences we will then discuss the implications for the comparison of differences and commonalities in the register of tourist leaflets.

**Key terms:** register, contrastive differences and commonalities, social distance

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PAN, I

***Reading the Mind of Experiencing-I in the Fall of the House of Usher: A Systemic-Functional Perspective***

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**Abstract:** In retrospective first-person narrative, experiencing-I refers to an early self who underwent the experiences recounted by the older self. The experiencing-I in *The Fall of the House of Usher* is responsible for the construction of the storyworld, or it is mainly from his vantage point the storyworld is presented. So, how the storyworld (including other characters, settings, etc.) looks like is very likely to be influenced by perception and emotion of the experiencing-I. While most critical attention has drawn to the study of the Ushers, this paper aims to a “close-reading” of the mind of experiencing-I. The current analysis examines the relationship between the particular configuration of setting descriptions and the characterization of the experiencing-I in the short story, in which Systemic-Functional approach is applied as the theoretical framework. The stylistic feature of language is examined from three aspects: 1) Premodification in nominal phrase, 2) Identifier and Attribute in relational processes, 3) Participant, process and circumstantial element. The paper finally reveals that the experiencing-I, quite contrast with his own claim, is a sensitive, fragile and incapable figure in the story.

**Key terms:** experiencing-I, minds, setting description, Systemic-Functional approach

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PAN, N

***Charles C. Fries' Study of Language above Clause and His Trend towards Functionalism***

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**Abstract:** Charles Carpenter Fries is usually regarded as a representative figure of American Structural Linguistics, but distinguishes himself in several respects. This paper is an attempt to discuss his linguistic theory and points of view on language. The discussion shows that though Fries belongs to American Structuralism School, his study of language has reached to the level above the clause, the text layer of language, and he has a trend towards the Functionalism. It is hoped that this paper will show some light on more detailed and comprehensive understanding of Fries' linguistics theory, American Structural Linguistics and American Functional Linguistics.

**Key terms:** Charles C. Fries, above clause, Functionalism, American Structural Linguistics, American Functional Linguistics

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PAN, Z

***Critical Appraisal of the Linguistic and Cultural Identities in English Discourse of Chinese Film Subtitles***

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**Abstract:** In both the context of World Englishes and globalization, the multiple identities in English have aroused our attention more often than ever before. The present author takes English subtitles in five world famous Chinese films such as *Crouching Tiger, Hidden Dragon* as discourse to explore its nativization, hybridity, and multiplicity from the systemic functional perspective. She argues that Chinese identities have been more or less transferred or transplanted into English discourse of the Chinese film subtitles. These identities are mainly realized in the form of lexical borrowings, hybrid or mixed formation, semantic shift with nativized meaning and connotation, and so on. At the level of discourse, the Chineseness is revealed in the nativized discourse strategies in speech acts, address terms, curses and the like. In terms of culture, the author finds that when the translator is faced with the possible confusion and conflicts between Chinese and English identities, they will try to adjust themselves to the context and make a balance between the two. Furthermore, the findings of the present study may evoke us to rethink the translation strategies such as domestication and foreignization in the new era.

**Key terms:** identities, nativization, C-E translation of Chinese film subtitles

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PANG, Y

***The Mind Style of “Kuang Ren” in Lu Xun’s Kuang Ren Ri Ji: A Cognitive-Functional Stylistic Approach***

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**Abstract:** The study of mind style as a significant part of characterization has been a popular topic in both stylistics and narratology since it was first put forward three decades ago by Roger Fowler to designate “any distinctive linguistic representation of an individual mental self” (Fowler, 1977: 103). Differing from cognitive linguistics, SFL contends that experience is construed as meaning instead of knowledge, i.e. “experience is the reality that we construe for ourselves by means of language” (Halliday & Matthiessen, 1999: 3). This paper intends to investigate the mind style of the character “Kuang Ren” in *Kuang Ren Ri Ji* written by Lu Xun, a great master of Modern Chinese Literature from a systemic-functional linguistic perspective. *Kuang Ren Ri Ji* has been widely acknowledged as the first novel written in the vernacular Chinese language in modern Chinese literature. “Kuang Ren”, as both the protagonist and the first-person narrator, is suffering from persecution paranoia. The analysis is largely based on the recent developments in the ideation base in SFL, including theories about sequences, figures and elements (Halliday & Matthiessen, 1999, Martin & Rose, 2003). To distinguish it from the newly-arising cognitive stylistics and conventional functional stylistics, we dub this approach cognitive-functional stylistics.

**Key terms:** mind style, ideation base, *Kuang Ren Ri Ji*, cognitive-functional stylistics

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## PARK, H

### ***'Marked' and 'Unmarked' Theme in Narrative***

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**Abstract:** This study explores the 'marked theme' of 'thematic organization' or 'thematic structure'<sup>3</sup> of a narrative, using the Harry Potter Series as a sample. It endeavours to uncover the immanent factors of narrative which function to attract reader attention. It will be argued that narrative tends to have a more marked form in comparison with other rhetorical modes such as exposition, argumentation, and description. This is because narrative fictions seek dynamic ways to draw readers into involvement with the process of story events.

A marked theme which is "selected specifically to foreground a particular element as the topic of the clause or its point of departure" (Baker 1992:131) consists of initial words deliberately selected to attract reader attention. Hence, no matter what is chosen as theme, "Thematic choice is always meaningful because it indicates the speaker's and writer's point of departure" (ibid). Also, the choice of theme in English is a critical element located in the initial position of the message, and it is a vital stylistic factor in literature because 'Theme in English means more than what the message is about' and 'significant patterns of information flow through theme in ways that are critical to an interpretation of the meaning of a text' (Martin, 1992). Thus, given the theory of 'marked' and 'unmarked' theme and its importance, it is challenging to apply the concept to narrative.

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<sup>3</sup> The term, "thematic structure" refers to Halliday (1994): theme is characterized as 'what the message is concerned with: the point of departure for what the speaker is going to say'.

**Key terms:** marked Theme, thematic structure, narrative

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## PARK, K

### ***Agent in Korean from the Perspective of SFG***

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**Abstract:** This paper aims to discuss the ways of identifying “Agent” in Korean and describe its functions based on Systemic Functional Grammar (SFG). This is a part of my PhD study I have undertaken to explore linguistic resources of experiential meanings in Korean. It particularly focuses on the system of TRANSITIVITY, a major resource of experiential meaning at the clause rank.

The data for analysis was collected from authentic Korean texts in various text types, based on the Ure’s text typology (Metthiessen, 2006; Teruya, 2007). The analysis will be conducted from the perspective of SFG to establish the system of TRANSITIVITY and its subsystems of AGENCY and PROCESS TYPE in Korean (Halliday, 1967/8; Metthiessen, 1995; Halliday & Metthiessen, 2004). On the basis of major findings from the analysis, I will discuss various transitivity values of Agent in Korean according to nature of different process types, the structural features of voices in which it occurs, and its semantic features. It is hoped such a discussion allow us to find out universal or unique features of Agent in Korean and to open the possibility of the application of SFG into Korean for exploring and describing experiential meanings.

**Key terms:** system and structure, experiential meaning, agency, voice, transitivity, agent, ergative, transitive, causative

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## PATPONG

### ***Textual Resources of Some Selected Endangered Language Narratives***

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**Abstract:** This paper is a preliminary report on an on-going research on systemic functional interpretation of some minority languages spoken in Thailand. The paper explores textual resources of selected narratives taken from selected endangered minority languages (Premsrirat 1995, 2007). The contribution of this paper is to add a textual account to the existing work on systemic functional descriptions of languages other than Thai (Patpong, 2006). The data have been drawn from some endangered language narratives taken from secondary sources (e.g., theses' appendices, field notes). These endangered minority languages belong to three language families — Austroasiatic, Austronesian, and Sino-Tibetan language families. The study of endangered minority languages from their textual function perspective contributes to our understanding of their grammatical patterning — Theme-Rheme structure, Theme selection, and Thematic organization — operating within narrative discourse. The paper starts with an account of Theme as resource for managing the flow of information in a text (Halliday and Matthiessen 2004, Matthiessen 1995a, 1995b). This is followed by an initial account of textual resources in those selected narratives. Some significant issues relating to the

system of THEME — referential presumption (Matthiessen 2004: 780), conjunction resources — are also discussed.

**Key terms:** endangered minority languages, narrative discourse, folktales, textual metafunction, system of theme, theme-rheme structure, thematic organization

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PENG, X

***The Chinese Writing System: A systemic-functional approach to the ancient characters***

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**Abstract:** This presentation introduces part of my investigation of the Chinese writing system from the systemic-functional perspective, with particular reference to the radical constituents of the ancient Chinese characters as they could reveal the rationality their creation bears. Professor Halliday (2009) points out that the study in “character”, as well as in “syllabary” and “alphabet”, of language is far from satisfactory. Fortunately, I had been informed and inspired with two papers by Professor Hu (2009 *a & b*) for his fundamental study on the iconicity of Chinese characters. It is then found that there have already been some descriptions of the Chinese writing system, even though not in the conscious systemic functional sense (e.g. Wang 1996); it is valuable to make further, systematic studies. Two points are prerequisite in the present study. First, the Chinese characters are ideographic in essence, so the radicals and their derivatives reveal a strong rationality function for their senses they convey. Second, an apparent topological nature exists in their making: Overlapping but different categorizations may deploy similar graphic shapes for sense correspondence. Against that background, the current presentation undertakes two sets of systemic descriptions of the radicals of the ancient Chinese characters. One takes the graphemic stance, which observes the writing derivatives, and hence the writing system networks out of the 540 traditional classifications. The other is the semantic systems the graphemes suggest, the semantic that has a wider coverage and is more powerful in systemic description than that in the mere graphemic respect. The two angles are complementary and very much stimulative.

(i) It brings about a revisiting of the application of the traditional Six Category Theory (六书): The nature of many characters is NOT what has been identified. (ii) Moreover, the graphemes are not just the systems for writing, but also the threads that hold up the entire semantic systems. (iii) Finally, the radicals may either be sense symptomatic or sound reminiscent, with the former as the basic. The presentation covers other findings too, such as the allographs, the positions a radical may enter in a character, lexical and non-lexical radicals (with the former occupying the majority), congruent and metaphorical radicals, and the spatiality of formation.

**Key terms:** Chinese character; writing system; grapheme; SF approach

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PENG, Y

***A Systemic Functional Study of Chinese Tense***

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**Abstract:** This paper is intended to explore tense phenomena in Chinese, adopting a systemic functional approach. Tense phenomena have been a disputed topic all the time in the Chinese linguistic circle. Many Chinese linguists (e.g. Zhu Dexi 1882, Gao Mingkai 1986, Lv Shuxiang 1982, 2002, 2005) believe that there is not a grammatical category of tense in Chinese, on the grounds that there are not verbal inflections in Chinese. On the other hand, other Chinese linguists or scholars (e.g. Chen Ping 1988, Gong Qianyan 1995, Chen Limin 2002, Zuo Simin 2007) argue that Chinese is characterized by the grammatical category “tense” too, but that Chinese tense is not exactly the same as English tense in terms of classification, realization, etc. To this latter view about Chinese, we will in this paper lend support from a systemic functional point of view—for few studies of Chinese tense have been carried out within the framework of systemic functional grammar, which, however, is believed to be enlightening as to explorations of Chinese temporal systems. In this paper, we will first of all present an overview of previous studies of Chinese temporal systems, which will lead to a brief review of systemic functional studies of English tense and aspect. What follows will be the focus of the study, where we will propose that unlike English tense, Chinese tense has one rather than two essential features, i.e. deictic. The Chinese tense system follows the two basic principles presented by Halliday (1976, 1985, 1994): the three divisions and the recursion, which is just like the English tense system. Chinese tenses fall into four types: primary, primary-secondary, secondary and secondary-secondary—which is similar with English tenses—if the first reference time of tense is taken as the sole differentiation criterion. Unlike English tenses, Chinese tenses are mainly realized in forms of functional words, which are described as auxiliaries in this study. The auxiliaries occur before or after verbs, or even at the end of clauses.

**Key terms:** (Chinese linguistics) Chinese tense, systemic functional approach, essential feature, classification, realization

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## PUN

### ***Textual Development in University Students' Writing***

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**Abstract:** This presentation will focus on investigating textuality in English language writing produced by second language learners studying at the tertiary level. In particular, we will focus on how textuality is continued.

There is already substantial literature addressing textural features in writing, especially in term of thematic choices in academic settings (for examples in Berry 1995, Luo 2006, Martin 1995, North 2005, and Whittaker, 1995).

The City University of Hong Kong is conducting an English enhancement project called

the Language Companion Course (LCC) project. It provides a web-based platform allowing online language specialist coaches interact with students on designated written assignments. Before finally submitting their essay to the subject teacher, each student will have worked through two prior drafts with their online language specialist coach. Student's written work and the comments from the online language specialist coaches are stored electronically, providing a rich resource for linguistic analysis.

In this study, we focus on the development of textuality over students' successive drafts of students' written assignments.

**Key terms:** periodicity, thematic progression, e-learning

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REN and GAO

***Interpreter's Graduation Positioning in English-Chinese Consecutive Interpretation***

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**Abstract:** The term of Graduation is newly added in the Appraisal Framework of Systemic Functional Linguistics, which refers to the set of resources by which the force or tone or intensity of an utterance may be raised or lowered or by which speakers vary in terms of focus or preciseness of the semantic categories employed in communications. Graduation positioning is a vital choice for interpreters in consecutive interpretation due to differences of graduation between English and Chinese and on-spot, "face- to- face" communication between speaker and hearer. Interpreter is the bridge between speaker and hearer. In interpreting English into Chinese, the interpreter works under two ideological systems. The task itself involves three parties and complicates dialogistic positioning. On the basis of appraisal theory, focus and force in English and Chinese are analyzed. And corresponding positioning strategies are put forth to help interpreter position themselves and consequently facilitate interpreters to fulfill English-Chinese consecutive interpretation tasks.

**Key terms:** dialogistic, force, focus, contraction, expansion

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ROMERO

***ESP Enriched with LSF Tools***

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**Abstract:** One of the main demands facing the Foreign Language teacher in Brazil is to teach students, in a limited time frame, to read in English and at the same time develop critical awareness of language. This can be regarded as a special challenge since a precondition to consider texts from the critical point of view is first to understand what is written (Moita Lopes, 2003). In an attempt to tackle this problem, this presentation aims at discussing a proposal for teaching material within the English for Special Purposes perspective (Celani et al, 2005), using tools made available by the LSF theory. Therefore, an example of the material used to teach a Business undergraduate group which includes a text on the economic crisis available at a world-known magazine site together with a reading task for students will be presented for discussion. The reading task requires the identification of ways of participating (Martin & Rose, 2003) the people mentioned in the article are supposed to be involved in. To be more specific, the task leads the student reader to identify the participants, how they are described or classified and the process they are said to construe by the author . It is argued that these three linguistic evidences are powerful tools to enhance not only inexperienced foreign language students' reading strategies, but their critical awareness as well.

**Key terms:** reading , English for special purposes, critical awareness, ways of participating

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## ROSE

### ***Integrating SFL Theories of Text in Context with the Teaching of Academic English***

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**Abstract:** The rapidly growing university sector in China has created a massive demand for academic literacy in world languages, particularly English. Yet academic English teaching in China still primarily employs inefficient approaches to language teaching, focused on rote practice of formal language features and comprehension exercises. This paper presents a very different methodology known as Reading to Learn ([www.readingtolearn.com.au](http://www.readingtolearn.com.au)).

Reading to Learn integrates the SFL theories of text in social context, described in Martin & Rose 2003/2007 and 2008, with a carefully designed approach to language teaching known as scaffolding (Martin & Rose 2007). Results for this methodology are consistently double expected learning rates for all students, while weaker students accelerate at up to four times expected learning rates (eg Rose et al 2008). The methodology is now being applied in schools across Australia, Europe and Africa. At the academic level it is being applied and researched with Chinese post-graduate students at Sun Yat Sen University, and the Centre for English Teaching at the University of Sydney, as well as in universities in Europe, Africa and Latin America.

The paper describes the pedagogic and linguistic theory that underpins the methodology (Rose 2007) and outlines the approach used to integrate this theoretical foundation with language teaching practice.

**Key terms:** academic English, language pedagogy, genre, register, discourse semantics

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QI, S

***An Empirical Study on the English Writing of China's College Students with the Theory of Systemic Functional Linguistics***

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**Abstract:** M. A. K. Halliday's systemic functional linguistics shows that paradigmatic and syntagmatic structures are two main dimensions for words construction and selection. Three meta-functions interact each other in constructing texts by way of meaning potentials. The meaning of a whole text can be reflected by the structure within clauses, the cohesion between clauses, the topic of situational context, its register and its genre and so on. Among these influential elements of contextual meaning, some of them can be recognized and controlled, like the topic, the situational context, the mechanism of cohesive devices etc. This study is aimed to construct a mode for some typical genres in English writing for China's college students in order to improve their proficiency level or the quality of writing. The subjects are to be divided into four samples: English majors and non-English majors, each sample including low level and high level more than 30 individuals. The subjects each are required to write an article of less than 150-200 words, with the topics of different genres given, or filling the blank of an article frame prepared. With the help of SPSS, the purpose of the study is to examine where there are significant changes in the use of cohesive devices between students at different levels, to examine whether there are significant differences between different writing topics, and to examine the relationship between the use of cohesive devices and writing quality.

**Key terms:** cohesive devices, topic, context, genre

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QI, X

***Comment Adjuncts in Text— the Negotiation and Construction of interpersonal meanings***

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**Abstract:** Comment adjuncts, roughly corresponding to disjuncts in Quirk et al (1985), is defined and classified by Halliday (1985, 1994) as a resource which expresses the interpersonal function of language, specifically about the speaker's attitude to the proposition as a whole. This classification of comment adjuncts is developed in delicacy by Halliday & Matthiessen (2004) into the propositional type and the speech functional type, with the former, the speaker comments either on the proposition as a whole or on the part played by the subject. Comment adjuncts, therefore, allow for the expression of the speaker's emotional, evaluative and epidemic meanings. This paper, with the help of BNC (the British National Corpus), studies closely on the examples of adverbs serving as comment adjuncts in Halliday & Matthiessen (2004) and finds that, different from the description in the book, comment adjuncts such as *sadly* and *fortunately* can comment both on the proposition and on the subject, *actually* can be of the propositional type and of the speech functional type, and *apparently* can convey both “guess” and “certainty”, these interpersonal meanings are negotiated between the speaker and the receiver and constructed across the clausal boundary in text, as comment adjuncts, more like conjunctive adjuncts, are strongly associated with other information contextually. The paper will show the achieving of the above with illustrations extracted from BNC.

**Key terms:** comment adjuncts, interpersonal meanings, text, Systemic Functional Grammar

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QIN, Y

### ***THEMATIC STRUCTURE THEORY AND TEXTUAL INFORMATION***

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**Abstract:** Halliday, inheriting and developing the theories of Prague School, created systemic functional grammar. In his *An Introduction to Functional Grammar*(1994), he states that the Systemic Functional Grammar aims to provide for textual analysis a frame which can be used to analyze any spoken or written unified text in English. According to Halliday, language has three meta-functions: ideational, interpersonal and textual. These three functions which can not be separated are critical factors to propel a text's meaning. Textual analysis can be carried out from the following sub-systems: thematic, information and cohesion.

According to SFG, thematic structure is made up of Theme and Rheme. The system of theme and rheme is the important constituent of the textual function in the functional grammar. The theme is the starting-point for the message. It is the ground from which the clause is taking off and the element with which the clause is concerned. The remainder of

the message, in which the theme is developed, is called the rheme.

The significance of the thematic structure study mainly consists in realizing a text's construction mechanism and the distribution of the core information. If we can find out the correct theme and rheme in a clause or clause complex of a text, we can realize the departure point of a speaker and figure out the content relating with what is expressed. Whether a text can be developed cohesively depends on the thematic progression.

This paper aims to analyze texts by employing the thematic structure theory and the thematic progression. Based on the analysis, the writer, who has been teaching systemic functional grammar, suggests that this textual analysis method should be applied to reading teaching since it can help students accurately and quickly catch the information points based on which they can get the text's general frame, follow the author's thinking and deeply understand the text.

This paper mainly includes:

I. Thematic structure analysis

1. A brief introduction to theme- rheme theory
2. The categories and functions of theme
3. Thematic structure and textual analysis

II. Thematic progression and text information

Thematic progression and information transferring

Thematic progression and cohesion

An example analysis

**Key terms:** thematic structure, thematic progression, text analysis, theme, rheme

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SCOTT

***'Peace and Cohesive Harmony': A diachronic investigation of structure and context in Sydney Morning Herald 'end of war' news reports***

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**Abstract:** This paper contributes to discussions of the characterisation of news report structure by applying Hasan's theory of cohesive harmony to a diachronic set of 'end of war' reports from the *Sydney Morning Herald*.

The presentation is based on current doctoral research into the changing context of reporting of the end of war in the *Sydney Morning Herald* from 1902 to 2003. The theoretical background of the paper is in three parts: the theory and modelling of context of situation, particularly following Hasan (e.g. 1995; 1999; 2004) and Butt (2004 mimeo.; Butt & Wegener, 2007); Hasan's theory of cohesive harmony (1989; 1984); and the description of discourse structure, including Iedema et al's (1994) characterisation of news report structure with a view to media literacy, other SFL approaches to genre and structure (e.g. Martin, 1997; Nanri, 1993), and non-SFL accounts of discourse structure (e.g. Bell, 1998).

This paper presents one analytical aperture from a multistratal, diachronic investigation of the changing context of war news reporting in the *Sydney Morning Herald* from 1902 to 2003. The larger study applies an ensemble of systemic analyses and theoretical perspectives to 'end of war' reports from seven wars over this period. In this paper, a cohesive harmony analysis (following Hasan 1984, 1985/89) is applied to three of the texts (Boer War 1902, Korean War 1953 and Iraq War 2003), providing empirical evidence for structural boundaries in the texts and giving an account of the semantics of topical relevance (cf. Cloran, Stuart-Smith, & Young, 2008; Lukin, 2008, forthcoming). The findings in relation to structure are compared with other accounts of news report structure in the literature (e.g. Bell, 1998; Iedema et al., 1994; Nanri, 1993). The findings are also compared across the three texts and considered as evidence for shifts in the contextual configuration of the parameters of field, tenor and mode (cf. Hasan, 1995; Hasan, 1999, 2004).

**Key terms:** cohesive harmony, media discourse, diachronic, armistice, discourse structure, context of situation

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newspaper reporting article. Unpublished PhD thesis, University of Sydney, Sydney.

SHI

***Appraisal Analysis of Harmony in Wu Dialect TV Programs***

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**Abstract:** Martin and his colleagues proposed Appraisal framework in the early 90s of the 20<sup>th</sup> century, which further develops the interpersonal metafunction theory of Systemic Functional Grammar/Linguistics founded by M.A.K.Halliday (see Halliday 1994/2000 ). A Chinese scholar once stated that“with Systemic Functional Grammar, the researches into the Chinese grammar have achieved much”(Zhang 1996, 2005). As a dispensable part of the researches into the Chinese language, studies on Chinese dialects adopt the same interpretative approach as that to the studies on Mandarin Chinese. This paper, based on Martin’s Appraisal framework (e.g. Martin 2000), attempts to analyze the appraisal resources employed in Chinese Wu Dialect TV programs in terms of the distribution characteristics, and explore *Harmony* connotation of dialect TV programs conveyed by the government’s *Harmony* policy and by the local people’s view on *Harmony*.

**Key terms:** Chinese dialect, appraisal framework, Systemic Functional Grammar

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SHUM

***Exploring the Subject-specific Genres of Liberal Studies in the Reforming Secondary School Curriculum***

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**Abstract:** This paper aims at investigating subject-specific genres of a school subject, namely, Liberal Studies (LS) which is an elective subject at the matriculation level (i.e. Secondary 6 & 7) at present, but will evolve to be a compulsory subject in the New Senior Secondary (NSS) Curriculum in Hong Kong starting from September 2009. Based on Functional Linguistics (Halliday, 1994) and Genre theory (Martin, 1999), the study will identify the major relevant genres in the subject and their characteristic linguistic features that students are expected to master by analyzing public examination questions and teachers' teaching materials. Furthermore, the study will focus on students' problems in constructing written texts in LS with reference to the genres identified, as well as the general linguistic errors made. The study is part of a series of research on subject-specific genres (Shum, 2006). The findings will have important implications for enhancing secondary students' mastery of the subject, in particular, their competence in expressing concepts and ideas in Chinese. It will also throw light on issues related to teacher training and student high order thinking skills, which are essential components of the current education reform.

**Key terms:** liberal studies, subject-specific genres, senior secondary, curriculum reform, linguistic features

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SMITH

***Writing and Speech: The shadow text in English culture***

**Presenter:** Bradley SMITH

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**Abstract:** In the present paper I consider issues related to the interpretation of speech into writing and writing into speech, comparing the different semogenic potentials of these two discourse modes. I wish to problematise the unconscious assumptions made by members of a literate society in the translation of text from each mode into the other, and their cultural consequences. I claim that in English culture there is a 'shadow text', which is the interpretive text one makes out of any written artefact by interpreting it into speech, or vice versa.

Although a substantial proportion of daily language use in contemporary literate societies occurs through the written channel, when we read language purporting to represent speech – whether as transcript or literature – we are not getting the full picture: the orthographic resources of writing do not and can not give (nor were originally intended to give) an accurate transcription of the full meaning potential of spoken, dialogically-constructed English text (Halliday 1985). Important semiotic resources such as intonation (e.g. Halliday and Greaves 2008) are absent in the written language, making the issue of the 'recording' of speech via writing, and translation of written text into speech, one of significant cultural import (cf Davies 1986).

Although on the whole the functions for which writing systems were originally developed are such as to make intonational meaning redundant (Halliday 1985) – recording and distribution of wealth, laws, religious declaration – there are a range of 'registers' of discourse (e.g. Halliday and Hasan 1985) within contemporary English culture wherein the interpretation of intonation can be crucial to the understanding of texts of those types. Written language remains a crucial semiotic resource for literate societies, increasingly for dialogic purposes, not in fact in spite of but to a large extent because of contemporary digital communicative resources and practices such as internet chat, SMS etc. I consider in this presentation what it means to read aloud from a transcript of a historically important legal cross-examination, in terms of different interpretations one might make of the intonational choices in that text: the bases for and consequences of such interpretations.

**Key terms:** Intonation; speech; writing; culture; multimodality

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## SONG, C

### ***How Does Lexical Metaphor Make Attitudinal Meaning: A Semiotic Perspective***

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**Abstract:** Lexical metaphor has been identified as a strategy for invoking attitude in Appraisal theory (Martin & White 2005), however, how it functions to make attitudinal meaning is still an unaddressed issue in Systemic Functional Linguistics. Drawing on Peirce's sign theory, especially his notion and classification of iconicity, this paper aims to explore this problem from a semiotic perspective. According to Peirce, metaphors are one of three types of icons (the other two are images and diagrams) and can be defined as "hypoicons which represent the representative character of a representamen by representing a parallelism in something else" (2.277). Departing from this definition, this paper firstly proposes a semiotic model of lexical metaphor, which provides criteria for identifying lexical metaphor and serves as a theory for interpreting lexical metaphor in general. With reference to this model, this paper then discusses in depth the mechanisms which lexical metaphor employs for making attitudinal meaning. Before concluding this paper, the possibilities of incorporating the proposed model of lexical metaphor in the SFL framework as presented in Halliday (2004) will also be examined.

**Key terms:** lexical metaphor, attitudinal meaning, Peircean semiotic

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SUN, H

***Ideational Analysis of Psalm 139 in the Bible***

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**Abstract:** Halliday's Systemic Functional Grammar, whose aim is to construct a grammar for the purpose of text analysis, has been extensively applied to the analysis of different types of texts. However, in the literature to date, few studies have been conducted on psalms in the Bible. This paper is a systemic functional attempt to study Psalm 139 in the Bible. It analyzes the ideational metafunction of the 24 lines in Psalm 139 of the Bible. Through analysis, we find that Psalm 139 demonstrates that God is omniscient, omnipresent, omnipotent, and God makes righteous judgment. It is hoped that this study will provide a good insight into the research of psalms in the Bible and that the applicability of Systemic Functional Grammar to discourse analysis can be well tested.

**Key terms:** Functional Grammar, ideational metafunction, Psalm 139

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SUN, J

***How SFL's Multimodality Visual Analysis Helps to Tackle Historical Photos***

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**Abstract:** This paper endeavors to explain how SFL's multimodality theory and framework endows one with power to tackle ambiguous details of historical photo images. Sun Mingjing (1911-1992) was China's pioneer film educator, a Prof of Cinematography at Nanking University and Beijing film Academy. In WWII time Sichuan when books and magazines were scarce, he launched an educational film campaign. Open air film shows were organized for educational purposes. In order to maximize the audience number, he led a group into film poster effect survey, and took photos to help record the process. His other puzzling pictures such as a Zigong well-salt shrine, a Kangba White Lama are also discussed.

In the mainbody of the paper, the author uses SFL's multimodality diagram/framework(?) to reexamine some formerly considered ambiguous or insignificant photos, and succeeds in turning them significant. While the purpose of the presentation is to prove the effectiveness and instrumental powerfulness of the SFL method, the author wishes to seek guidance and cooperation over the project of analysing Sun's 70-year-old photos using the method.

**Key terms:** snicker, giggle, bewilderment, low-level/high-level, back to back/confrontation, proto-language, bilingualism

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SUN, Y

***Functions of Headings in Chinese Research Papers: An Analysis of Chinese MA Thesis Introductions***

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**Abstract:** Headings or section headings are generally regarded as first impressions of a research work' (Busch-Lauer, 2000:77). The main function is to draw attention of the reader so as to make the long text more explicit in structure. Studies have showed that headings are more important than that. They should match the macro-structure of the specific text, and they should carry both the information content and the communicative effectiveness as well. Through an analysis of 100 Chinese MA thesis introductions, it is revealed that headings used in Chinese research papers can serve as an important indication of the macro-structure of the text. However, most headings are generic titles, showing that they are not very informative in conveying the content of the text.

SUO and WANG

***Cognitive Simile in Correspondances by Charles Baudelaire: A Functional Reclaiming***

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**Abstract:** Now is a literary turn into linguistics, our paper mainly asserts that a poem is a symbolic action in which cognitive and functional re-enactment emerge in reader's response to poem's verses. Through Halliday's linguistic model for criticism, the succinct statement of our contribution may be set to illustrate: (1) that simile cognitively serves metaphor, (2) that cognitive simile survives as a functional modelling of conceptual images.

The input of ideas from functional linguistics and stylistics into literary theory during the last 25 years has been enormously rewarding and promising, deeply affecting our discussion of proses, plays and poems over a wide range of topics. This fact needs no detailed illustration. Yet, it is seldom found that poetic symbolism might be a prominent part of routine topics of cognitive functionalism. Our paper thus breaks from the past baseline and into a new insight, or prevision, of cognitive approach to a symbolic French poem "Correspondances" with its six English translated versions.

Our paper will render a detailed discussion of simile (e.g., French conjunction 'comme', compared with English preposition 'like' and connective phrase 'as....as....') and metaphor so as to reclaim the basic concepts of current work within systemic functional linguistics, such as the notions of 'cognitive metaphor' (2003) and 'linguistic probability' (2007) delivered by Hu Zhuanglin and the others.

The main part of the presentation goes as follows:

1. Literary turn in linguistics: Poetry Pays,
2. Symbolistic poems as cognitive and functional realization,
3. Baudelaire's Correspondances as a functional case study,
4. Concluding remarks on poetic symbolism into applicable functionalism.

**Key terms:** simile, metaphor, symbolism, cognitive poetics, functional stylistics, literary turn

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## SUSANTO

### ***Verbal Group in Indonesian***

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**Abstract:** The paper aims to present an observation on the structure of verbal group in Indonesian in terms of its experiential and logical structures. It will be observed that in the language there is no fuse for Finite and Event. Event itself may not be accompanied by Finite so that tense is possible not to be mapped on the verbal group at all. Hence, the logical structure of the verbal group may not realize the system of tense which is not recursive in the language. Further, it will be shown that the expression of polarity is not necessary tied to that of finiteness but the expression of voice is only possibly attached to that of eventness. It is hoped that the description of verbal group in the language contribute more insights to other systemic functional aspects in the language.

**Key terms:** verbal group, finite, event, tense, polarity, voice, experiential, logical, Systemic Functional Linguistics

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## TAM and LI

### ***The interaction of modal verbs and modal adjuncts in the system of MODALITY in English literary works written by Chinese authors***

**Presenter:** Roy Hoi-sang TAM, Eden Sum-hung LI

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**Abstract:** The present paper examines the interaction of modal verbs and modal adjuncts in the system of MODALITY in English literary works written by Chinese authors. In traditional grammar, the study of adverbial group has drawn much less attention than the study of verbal group and nominal group (Hoye 1997). In Systemic Functional Linguistics, the study of adverbial group at the clausal level is mainly associated with the network system of MODALITY because modality in English is realized by modal verbs, modal adjuncts and mood adjuncts. And, most of the modal adjuncts are constituted by adverbs or adverbial expressions (Halliday 1984/1994, Halliday & Matthiessen 2004, Martin 1992, Matthiessen 1995 to name just a few). While the co-occurrence of modal verb and modal adjunct in the same clause is widely observed, very few studies have investigated the pattern(s), or the effect(s), of their coexistence. The present research is a text-based study to address this issue of co-occurrence from a Systemic Functional approach. It intends to answer the following questions: Are there any patterns of co-occurrence in relation to the types of modality? Could there be any mutually-exclusiveness between some modal verbs and adverbial expressions in the realization of certain modalities? What, if any, effects could be realized if the modal verbs and modal adverbs co-occur in the same clause? It is hoped that the study could open up new challenges when we review the modality system of English.

**Key terms:** modal verb, modal adjunct, modality, Systemic Functional Grammar, text-based approach

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TANG, Q

***The Representations of US and THEM in Discourse***

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**Abstract:** This paper, working within SFL, focuses on the corpus linguistics in the exploration of language and society, mainly of the representation of US and THEM in both Chinese and English discourse. Discourse is a social practice, exercising power and solidarity, and communicating ideologies. How we address each other indicates our attitude and ideology. For a long time, the data for discourse studies are mainly from the dominating and powerful party, such as official sources, the reporters and other authorities. The voices of the dominated and less powerful party are seldom heard and analysed. We know little about the latter's style, affect and identity issues. In many social contexts the poor and underprivileged community is considered as "other", "different" and "threatening" by some dominant mass media. The present research aims to discuss how the media represent US and THEM and how the underprivileged group represents US and THEM. With the help of corpora and more evidence in both English and Chinese discourse, this study may reveal the basic features of role representation from the both opposing groups. Our ultimate objective is to arouse people's awareness of communicating empathy and sympathy, and exercising a community of alignment and harmony.

**Key terms:** representation, us, them, discourse analysis

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## THOMPSON

### ***Labelling Discourse Acts: Interpersonal Projection across Registers***

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**Abstract:** In this presentation I will report on one aspect of an ongoing project into patterns of clause combining in different registers: the use of a particular type of interpersonal projection. I will compare the patterns of use of this resource in two contrasting registers.

It is generally accepted within Systemic Functional Linguistics that projection is a key



resource by means of which interpersonal meaning potential can be expanded through grammatical metaphor. The focus of studies in this area until recently has been on metaphorical expressions of modality. For example, Hewings & Hewings (2004) compare the ways in which expert and novice academic writers use anticipatory 'it' clauses such as *it is possible* to achieve the appropriate degree of impersonality. However, there is a parallel category of metaphor which also exploits the grammar of projection for interpersonal ends, and which has been less fully investigated. Speakers/writers can make explicit the speech function that they are carrying out by representing it as a proposition in its own right. They do this by realising the interpersonal meaning of mood by a separate clause such as *I suggest (that ...)*, which is often structurally dominant, but is not the proposition/proposal that is to be negotiated with the addressee. Halliday & Matthiessen (2004: 626-631) explore this phenomenon in terms of the major speech functions, particularly at the level of the interpersonal projection of propositions vs. proposals. What I aim to do in this presentation is to extend the analysis in delicacy, looking at the ways in which sub-categories of speech functions (such as 'concession' or 'assertion') may be signalled in projecting clauses. Since these clauses can be seen as a type of metadiscourse, I follow Hyland (2005: 49) in referring to these more delicate categories as 'discourse acts'; and I use the term 'discourse act label' for the projecting clause.

I will compare a corpus of two different registers – academic writing and personal blogs – in terms of the frequency of use of such labels and of the range of discourse acts that are labelled, and especially in terms of the functions for which they are used in each register. Similarities and differences in the findings will be related to the contexts of use.

**Key terms:** grammatical metaphor, interpersonal projection, discourse act labelling, register variation

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TIAN, G

***A Functional View of Language Variations***

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**Abstract:** Living languages are diverse, dynamic and changing. Our use of language varies in many dimensions and at different levels. Language variation refers to the different ways of saying same or similar things with different styles, in different contexts and for different purposes. The present paper attempts to apply recent theories from functional linguistics, appraisal theory in particular, to the study of language variations in communication. The paper first provides a brief critique of the traditional view of language variation, describes speakers' and/or writers' state of consciousness in selecting the language variation, and then examines two major types of functions of language variation in communication: (1) Identity marking functions, and (2) Communication facilitating functions. The major argument developed in the analysis is that language variations are not the deviated and irregular language. They could function in communication as an attitudinal index of speakers, and an indicator of speakers' social-cultural identities. The key issue of language variations merits serious research in the era of globalization and internationalization.

**Key terms:** language variation, language variety, identity, appraisal theory, facilitating functions

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TIAN, P

***Facial expression, attitudinal dynamics and socialization in children's picture books***

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**Abstract:** Children's picture books are rich in meaning making through the co-articulation of visual and verbal modes (Doonan 1993, 1996, Nodelman 1988, Whalley 1996), and deal with a wide range of themes, e.g. family life, everyday life experience, school stories, friends and humor (as also discussed in Sutherland 1986). Furthermore, picture books have a rich emotional repertoire, ranging from *happiness* and *love* (Andreae & Wojtowycz 1997, Andreae & Parker-Ree 2006, McBratney & Jeram 1994, 2007) to *loneliness*, *sadness*, *worry* and *fear* (Nara 2008, Thompson 2008, Wormell 2008), helping young readers to recognize and process different emotions. Targeting young readers, picture books seek to entertain and educate. Inevitably some of them are ideologically laden in relation to various social issues including gender, race and class etc. (Hunt 2001, Stephens 1992, 2002, Tian in press for 2009).

From a social semiotic perspective (Halliday 1978, Halliday and Matthiessen 2007) and drawing on the multimodal analysis developed in recent years (Kress and van Leeuwen 2006, O'Toole 1994, O'Halloran 2008, Bateman 2008), the current paper contributes to the investigation of inter-modal construction of interpersonal meanings in image and verbiage. The data for discussion is compiled from a corpus of ten children's picture books written and illustrated by an award-winning author-illustrator Anthony Browne. The purpose of this paper is three-folded: it illustrates the choices and combination of semiotic resources (Halliday 1978, van Leeuwen 2005), for example, dots, lines and shapes (Adams 2008) in construing facial affect in three imagic registerial sub-potentials in the sense of instantiation hierarchy: minimalist, generic and naturalistic (Welch 2005, Tian forthcoming); it discusses how various themes are projected through the use of evaluation/appraisal resources (Martin & White 2005) in different stages of story-telling (Labov & Waletzky 1967, Hasan 1984, Plum 1988, Rothery & Stenglin 1997, Martin & Rose 2008); and it demonstrates the interaction of image and verbiage (i.e. facial expressions in context of story-telling) in leading young readers into understanding of various discourses (Halliday 1977, Scollon & Scollon 1995, Blommaert 2005, Martin & Rose 2003). The paper concludes with a discussion of the implications of these findings to the field of multi-modal literacy.

**Key terms:** social semiotics, multimodality, facial expression, appraisal, story-telling and image-verbiage co-articulation

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## TORVINEN

### ***Others and Actors – Representations of Lapland in travel literature***

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**Abstract:** In this paper, I will have a look at the way images, ideologies and identities are construed in travel literature by examining historical French travel accounts of Finnish Lapland and their modern Finnish translations. The paper is based on my on-going PhD research on the image of Lapland in French travel literature and the role of the translator as the mediator of Otherness.

Travel literature, which evolved in the course of the 16th and 17th centuries into a quantitatively and qualitatively significant form of literature, had a great influence on the development of scientific discourse and the spread of new information. As a research subject, however, travel literature has only rather recently gained more prominence. Joan-Pau Rubiés defines in his article (2007, 6) travel literature as “the genre of genres”: The category of ‘travel literature’ [...] can be defined as that varied body of writing which, whether its principal purpose is practical or fictional, takes travel as an essential condition for its production. [...] Travel literature is therefore best described as a ‘genre of genres’, since a variety of kinds of literature defined by a variety of purposes and conventions share travel as their essential condition of production.

By analysing the three dimensions of context of situation, field, tenor and mode, I will offer a definition for travel literature as a genre (following Halliday and Matthiessen 2004; Martin 1997); I will also evaluate the effects of the translation process on the register of the texts and on the way the Other is being represented in the texts.

The analysis has so far indicated some interesting changes in the ways meanings are organised in the source texts (ST) and the target texts (TT), especially on the ideational level: there are clear shifts in the distribution of verb processes between the STs and TTs. Relational and existential processes, in particular, have been translated in a diverging manner. The possible reasons for these translation shifts will be discussed in my paper.

**Key terms:** travel literature, translation studies, register analysis, otherness

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## TRIPATHI

### ***The Chicago Lecture of Vivekananda: A Systemic Textual Study***

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**Abstract:** The aim of this presentation is provide a linguistic analysis of the Chicago lecture of Vivekananda using Halliday's Transitivity framework as it is considered to be one of the most authoritative texts on Hinduism. The proposed presentation relates to my previous research, i.e., M.Phil. which was a critical linguistic study of kinship terms of Hindi & English as it was based on the Hallidayan concept of language use, especially relating to context. Further, this paper also relates to the theme of my proposed research – Vivekananda's Writings & Speeches: A Systemic Functional Analysis for Ph.D. under consideration at Utkal University, Bhubaneswar under the guidance of Dr. Kalyani Samantray.

This paper is essentially an analysis of the famous speech delivered by Swami Vivekananda at the World's First Parliament of Religions in 1893 as a representative of the Hindu faith. Vivekananda's Chicago lecture is considered to be one of the most referenced speeches on the subject. In his lecture, he is said to have demystified Hinduism in a manner that was entirely compatible with the demands of reason. We also generally come across the speech being briefly quoted lifting select decontextualised passages which usually convey the sense but partially or even at times, other than what Vivekananda wanted to. Despite its immense linguistic utility, this oral text has rarely been subjected to linguistic analysis of any kind. More than hundred years later, it needs to be re-examined as to how much of the message that he gave has turned out to be effective, how much of it people have really understood and absorbed.

For this, a systemic textual study of the speech is undertaken. As the scholar analyzing the text, it is essential to know in detail, the context of religious indoctrination / orientation of the speaker vis-à-vis the psychological plane on which the audience is located. As

such, the speech itself needs being looked into in relation to the immediate context in which it was delivered along with the larger historical context of time of both the countries, India and America in order to ensure an in-depth investigation of the same.

His style and choice of words are expected to be of significance in the process of analyzing the text as these would provide us an insight into how he has projected Hinduism as the universal faith and tried to convince a global audience through his discourses. The dynamics of Vivekananda's context of situation will be established by analyzing the following:

- The intellectual paradigm of the 1893 at the World's Fair
- Colonial climate and socio cultural practices prevalent in Bengal, especially during the times of the "Indian renaissance"
- The mindset of the American society at large
- Influence of institutional structure on the discourse

A systemic textual study of the Chicago lecture is likely to help us viewing his speech as a sociologically and ideologically situated discourse and facilitate our understanding of the persona of Vivekananda, both as an individual and as the representative of a faith as socio-cultural factors and individual mindset are said to have a bearing on the transitivity pattern of a text. It would also be relevant to find out how meaningful his interpretation is in today's context as many social conditions have changed drastically.

**Key terms:** Hinduism, demystified, transitivity patterns

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## WAN

### ***Validation of Interpretative Analysis Investigating the Methodology: Voice Quality in Call Centre Discourse***

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**Abstract:** Voice quality features can be viewed as a paralinguistic and multimodal resource to convey meanings (Leijssen, 2006, Martin, 2007). A number of studies establish a strong association between voice quality and interpersonal meanings (c.f. Leijssen, 2006, Stokoe and Edwards, 2007), especially a change in voice quality leads to a change in interpersonal meaning (Buchbinder, 2008). This is particularly true in telephone interactions which, because of the absence of visual cues, results in the communicators relying heavily on ‘*differences in voice quality to assess emotional impact*’ (McCoyd and Kerson, 2006:402). Voice quality features are significant for expressing attitude, but the meaning making process is often considered to be unclear and less systematic in the existing literature. Descriptions of voice quality have traditionally comprised ‘qualitative terms’ or ‘adjective’ such as warm, rough, creaky, breathy and dull (Titze and Story, 2002). Some call centre trainers suggest the customer service representatives (CSR) (to) ‘sound’ positive and friendly, or use ‘appropriate tone’ when communicating with customers. However, typically training materials do not address the

relevant voice quality feature before they come up with a conceptual meaning or interpretation. The voice quality features that result in a 'positive and friendly voice' have not yet been to be fully explored. Drawing on Systemic Functional Linguistics, van Leeuwen (1999) has developed the Systems Network of sound, voice and music, a highly theorized Sound Quality framework to model the meaning making systems. van Leeuwen's (1999) System Network is the starting point for the current voice quality study. This presentation will show examples of how voice quality features create meaning potential in call centre context, and the methodology of identifying such features. Bateman (2008) indicates that multimodal meaning has to be interpreted more rigorously with transparent validation. Following a qualitative research approach, a preliminary inter-rater agreement has been conducted to identify obvious voice quality changes that infer a change in interpersonal meaning. The results of this initial study of voice quality validation processes can be considered as a new challenge to text and multi-modal analysis. These findings are crucial to investigate the development of validating voice quality features in call centre interactions and help to strengthen the credibility of the presented findings. The current study will be of great benefit to training in the call centre industry and the validation of multimodal analysis.

**Key terms:** validity, interpretative analysis, methodology, multimodality, voice quality, call centre

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WANG, D

***Functional Centering in Mandarin Chinese***

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**Abstract:** The present paper intends to study anaphoric coherence in Mandarin Chinese discourse from functional centering perspective. To begin with, referential coherence is one of the important research topics in discourse analysis. The problem of establishing referential coherence in discourse can be rephrased as the problem of determining the proper antecedent of a given anaphoric expression in the current or the preceding utterance and the rendering of both as referentially identical (coreferential) (Strube and Hahn 1999). Next, the centering theory is a model of the conversants' center of attention in discourse concerning the relationship of attentional state, inferential complexity, and the form of referring expressions (Grosz, et al. 1995).

According to the centering theory, entities realized in an utterance can be ranked according to the likelihood that they will be the center of the subsequent utterance. Former researchers who rank the forward-looking centers mainly base on the syntactic structure of an utterance, i.e., the grammatical role, especially subject position (Brennan, et al. 1987). Strube and Hahn (1999), while considering the empirical evidenced retrieved from a free-word-order language (German), hold that the grammatical role criteria should be replaced by criteria that reflect the functional information structure of utterances. The new criteria are based on the distinction between hearer-old and hearer-new discourse entities. Inspired by their study, the present paper checks the impact exerted by the functional information structure on the anaphoric coherence in Mandarin Chinese discourse.

One of the most striking features of Chinese sentence structure, and one that sets Mandarin apart from many other languages, is that, in addition to the grammatical relations of 'subject' and 'direct object', the description of Mandarin Chinese should also include the element 'topic'. As there is no morpheme in strict sense and no constraint from case, so anything thought or seen can be put forward as topic and then be particularized. The topic in the sentence is the focus of speaker's and hearer's attentions. It is a given information and known to both sides. The topic may influence the anaphoric forms in the

following sentence. If the topic continues in the next sentence, it will be manifested by zero anaphora or pronominal anaphora. However, if the topic changes, a noun form may appear.

In order to testify the relationship between the topic and the anaphoric coherence, this paper carries out an empirical study. The author selects some naturally-occurring Chinese discourse segments and make a statistic investigation. The result shows that topic is more powerful than subject in deciding the anaphoric forms in Mandarin. This implies that functional information structure, instead of grammatical structure, should be taken as a major factor in ranking the forward-looking centers in modern Chinese discourse.

**Key terms:** functional information structure, centering theory, anaphora, discourse coherence

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WANG, H

***Interpersonal Meaning in Famous Speeches***

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**Abstract:** This paper first briefly introduces the interpersonal metafunction of the clause in Hallidayan Functional Grammar, and points out that the grammar's modality system is one of the most important element in realising the interpersonal meaning. Then the paper analyzes the interpersonal meaning in English famous speeches mainly from three levels --lexicon, phrase and syntax. All speeches listed in this paper are from Famous Speeches of the Twentieth-Century (Volume I & II).

**Key terms:** speeches, interpersonal meaning, values of modality, orientations of modality

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WANG, H

***The Possibility of Choice of Elements in “Multiple Theme”***

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**Abstract:** Theme is an important concept in M.A.K. Halliday's systemic functional grammar (see Halliday 1994/2000). In Theme network, there are different kinds of themes which convey different understanding of the themes themselves. With regard to the various Theme system networks and the discussions about them, refer to (1975:190), Ghadessy (1995), Fawcett (2003), Eggins (2004:9), Thompson (2004/2008:164), Huang (2003:166). This paper aims to offer a critical review of "multiple Theme" and to argue that some elements within the multiple Theme are there not as a result of choice in the system network of theme. The analysis in the paper shows that some elements are within the scope of multiple Theme not because of the choice in the Theme network, but because of the choice in another system network.

**Key terms:** theme, multiple theme, Systemic Functional Grammar

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WANG, J

***Chinese Rhetorical Questions as a Means to Exercise Power***

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**Abstract:** Chinese rhetorical question has long been the interest of Chinese scholars. As a kind of Chinese questions, Chinese rhetorical question has been widely used in conversations and dialogues. By way of the quantitative and qualitative methods, this paper will discuss the forms of Chinese rhetorical question and focus on its discursive power on the basis of the collected conversation data. It points out that Chinese rhetorical question can be regarded as a challenge to the listener or an assertion. With the careful examination of the collected data, the paper shows that Chinese rhetorical question is a way to exercise discursive power in conversation.

**Key terms:** Chinese rhetorical question, power, conversation

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WANG, P

***Imperative Mood Realized by Circumstantial Adjuncts***

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**Abstract:** Systemic-Functional Linguistics holds that Mood is one of the systems that realize Interpersonal metafunction, but does not give an adequate account of the Imperative mood. SFL lays much emphasis upon imperatives in English centered on Predicators, but fails to recognize the fact that some Circumstantial Adjuncts functionally related to Processes can independently realize the imperative mood. Predicated on the theory of mood system in SFL, this paper analyzes the semantic and structural features of Circumstantial Adjunct-based imperatives, and points out that such imperatives also attract little attention in traditional grammar.

**Key terms:** mood, imperative mood, circumstantial adjunct

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WANG, Q

***Grammatical Metaphor: An Approach from Talmy Givón***

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**Abstract:** One of the major concepts in Systemic Functional Linguistics, grammatical metaphor has attracted a lot of research with regard to its nature, its functions and its working mechanism. A consensus is that grammatical metaphors are marked expressions. Drawing on Talmy Givón's markedness theory, this thesis attempts a novel interpretation to grammatical metaphor: 1, Givón's markedness theory is the motivation underlying Halliday's continuum of grammatical metaphor, 2, the definition of grammatical metaphor should take into account the context where they surface and their target audience, 3, as products of language evolution and sci-tech advances, grammatical metaphors should be addressed with a historical perspective.

**Key terms:** grammatical metaphor, Givón, markedness, interpretation.

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WANG, XY

***Another Perspective on Sight Translation: Complementarity of Speaking and Writing***

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**Abstract:** Sight translation is an oral rendering in a target language of a text written in a source language, and requires not only a knowledge of how the two different languages work as a resource for making meaning, but also an understanding of how the two different semiotic modes work as two complementary states of meaning. Although sight translation is a translation practice widely used in both interpreters' professional and training contexts, there is not much attention devoted to it in translation studies, especially from the perspective of the speaking/writing complementarity.

The paper will first discuss the communicative and instrumental functional dimensions of sight translation, comparing the different functional contexts of the original written text and the interpretation spoken text in terms of field, tenor and mode (Halliday & Hasan, 1985). It will then highlight the different modes of expression in writing and speaking, such as punctuation and intonation (Halliday & Greaves, 2008). The major part of the paper will focus on translation shifts, exploring the original written text and the interpretation texts in terms of ideational, interpersonal and textual metafunctions (Halliday & Matthiessen, 2004). The paper will conclude with a summary of the translation strategies adopted by professionals in sight translation from English into Chinese.

**Key terms:** sight translation, Systemic Functional Linguistics, complementarity of speaking and writing, translation strategies

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WANG, X

***Grammatical Metaphor Awareness and its Application in College English Writing***

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**Abstract:** Grammatical metaphor is the term used by Halliday to refer to meaning transference in grammar. Instead of the congruent realization of a norm, the metaphorical representation has become the norm in many instances. Metaphorical modes of expression are characteristic of all adult discourse (Halliday, 1994). The shift from congruent to metaphorical modes of expression is also the characteristic of written English. For foreign language learners, getting to know the features of the target language and using them in their own expressions are important. This paper first examines the features of grammatical metaphor in written English and then discusses the difficulties and problems of the application of these features in teaching writing to college English learners. This paper finally provides some research findings and pedagogical implications for developing awareness of grammatical metaphor in writing of Chinese college learners of English.

**Key terms:** grammatical metaphor, writing, difficulties and problems, pedagogical implications

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WANG, Y

***Modality in legal tenancy agreement---comparative analysis between English and Chinese from the perspective of SFL***

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**Abstract:** This paper is an initial step towards my final Mphil project as well as PhD proposal. Recent works in the translation of legal documents such as LI Kexing (2007) suggest strategies for translating legal documents. Meanwhile, there is little research on translation studies in legal agreements from the perspective of systemic functional theory. This paper presents the comparison between one original legal tenancy agreement in English and its corresponding translation in Chinese. Drawing upon systemic functional theory (for example, Halliday & Matthiessen, 2004), particularly MODALITY, this paper analyzes the modal operators in legal tenancy agreement, taking one sample of HK tenancy agreement. More specifically, how interpersonal relationships are enacted through MODALITY (see Halliday & Matthiessen (2004) for English and Halliday (2006) for Chinese). This is achieved by comparing the occurrences and frequencies of Modal operators in one sample of legal tenancy agreement in English and its translation in Chinese, including analytical steps such as comparison of English tenancy agreement text type and Chinese comparable text type, and description of the specific grammatical potential deployed in this text type (see Matthiessen, 2001). Partial results suggest, supporting studies like Teich (1999), Steiner (2001, 2002 & 2005) and Matthiessen et al. (forthc.) that the comparison is the fundamental step to understand the modality shifts and further suggesting strategies for translating legal documents.

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Notes from the classes of Christian Matthiessen in the first semester of 2009.

WANG, Y

***Semiotic Motivation of Multimodal Discourse Analysis***

**Presenter:** Yanhua WANG

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**Abstract:** This paper attempts to explore the semiotic motivation of multimodal discourse analysis . Through the analysis of social semiotic theory proposed by Saussure, Halliday and Kress, the paper points out that multimodal discourse analysis signifies the development of social semiotics based on language study into the other semiosis, and social semiotics is neither the pure theory of semiotics, nor the self-contained theoretical system, it is derived from social practices, designed for and developed through solving social problems.

**Key terms:** language sign, multimodal discourse analysis, social semiotics

WANG, Z

***Why different attitudes towards the same THING: a perspective of Individuation***

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**Abstract:** Any human language is a social process loaded with values and ideologies. Its users cannot avoid expressing his or her attitude towards THING (ie. people, behaviours, objects) due to the group, the organization, the institution, the party, the class, and/or the race they are in/of. Typical instances can be found in courtroom discourses. Attitude study has been conducted for a number of decades, but the linguistic theoretical frameworks of the study were founded not long ago. Labov (1972) included evaluation in his frame of individual narratives. Hunston (1989, 1994, 2000), Hunston & Thompson (2000), Martin & White (2005) studied the evaluation of language. Martin (2000), Martin &

Rose (2003), Martin & White (2005) founded as well as developed the framework of APPRAISAL Systems. Conrad & Biber (2000) studied the language of stance. Hyland (2005) studied attitude from the perspective of meta-discourse. Of all these studies, Martin's APPRAISAL Systems is "The most fully developed current model of values in discourse" (Thompson & Hunston 2006). Martin's APPRAISAL Systems takes attitude as its center of study, categorizing attitude as Affect, Judgment and Appreciation. The attitude system is accompanied by two other systems: Engagement and Graduation, of which engagement offers a tool for the study of sources of attitude, and graduation offers a tool for the study of extents of attitude.

Recently, Martin launched his study of individuation, trying to explore the mechanism of individual attitudes. Inspired by Martin's idea of individuation, this paper looks at how comes that different attitudes may incur to a same THING. (Data are from the courtrooms) Language as system consists of not only the linguistic systems, but also register and genre. Register and genre put language into different types. Therefore, we have different types of texts. A same type of texts consists of individual texts. When individuals read a given text, they may share the same attitude toward it, they may have different attitudes too. No matter whether the attitude is the same or different, it is affected by various social or cultural factors. Therefore, study of different attitudes toward the same THING has to turn to the process of attitude generation and its factors and the motivation. This research is conducted within the framework of discourse functions and individual construals which are related with individuation.

**Key terms:** different attitudes, individuation, function, construal

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WANG, GUO, ET AL

***Multilingual Resources for Translation Purposes: A Collaborative Project towards Effective Translation***

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**Abstract:** This paper reports on an ongoing project whose main objective is to investigate translation, describing features of the process of translating and modeling translation according to systemic functional theory (Halliday et al. 1964, Catford, 1965, Ellis, 1966, Matthiessen, 2001). More specifically, the paper aims at showing how linguistic analysis can help a translation to be more effective for the purpose of translator education (Halliday, 2001, 2009, Matthiessen et al. forthc.). In order to do so, it understands translation as a diachronic multilingual production of texts, functioning in comparable contexts, and suggests that comparable contexts cause speakers to engage with language functioning in the same region of socio-semiotic processes, possibly in the same register (see Matthiessen, 2001, Matthiessen et al. 2008). As a result, the investigation of translation shown in this paper comprises the description of linguistic resources instantiated in the source text and in the target text added to an account of their functional role in the context they were produced seeking the range of effective functionality of these texts may have in relation to one another. Moreover, translation is concerned with the analysis of comparable systems within comparable contexts in different languages, that is, translation can be understood as a kind of functional typology.

Under such a rationale, the closer a translation is from the functionality of a specific register, the more effective it gets. Two different text types – legal texts (recommending) and tourist guides (enabling) – are taken as case studies. Results suggest how the activity of translating can be improved for the purposes of translator's education, and a given translation can be more effective.

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## **WARREN**

### ***Exploring Textual Collocations***

**Presenter:** Martin WARREN

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**Abstract:** Organisation-oriented words, such as conjunctions, connectives and discourse markers, are sometimes co-selected by speakers and writers to form 'clause collocations' (Hunston, 2002), which in this paper are termed 'organisational frameworks', to link distinct sections of the discourse (for example, '*because ... so*'). While this type of word association is quite common, there have been few research studies examining the

extent of this form of phraseology beyond the descriptions of well-known correlative conjunctions (for example, 'either ... or'), and also whether they differ in form, function or frequency across different registers. This paper builds on the methodology of previous studies of 'congrams' (see, for example, Cheng, Greaves and Warren, 2006, Cheng, Greaves, Sinclair and Warren, 2009) and looks at the most frequent organisational frameworks in general English use and compares them with those found in a specialised corpus of Financial Services English. The method used to fully automatically extract the organisational frameworks is described, along with examples of both the forms and functions of the organisational frameworks.

**Key terms:** collocation, textual collocation, organisational frameworks,

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## WATKINS, BENSON AND GREAVES

### ***The Timing of Turn-Taking in Spontaneous Conversation: A Systemic Perspective on a Syllable Based Oscillator Model***

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**Abstract:** Drawing on systemic functional theory this paper tests and expands upon the hypotheses made in a recent study by Wilson and Wilson (2005). Wilson and Wilson (2005) propose that the coordinated timing of turn-taking is based on the speakers' rate of syllable production, this rate influences the endogenous oscillators in the brains of the speaker and listener to become mutually entrained providing a cognitive explanation for the phenomenon of turn-taking and for the rarity of simultaneously interrupted silences. This paper tests the notion that syllables are responsible for regulating the rate of entrainment and proposes that perhaps feet, as suggested by Halliday<sup>1</sup>, are more influential.

This paper also draws on the theoretical framework for discourse analysis developed by systemic functional linguists Eggins and Slade (1997) as the primary theory upon which the duration of between turn silences are mapped. We consider whether the duration of both between-speaker and within-speaker silences relate to the three ordered choices of Sacks et al. (1974) used by Wilson and Wilson (2005) or if the paradigmatic nature of the Eggins and Slade (1997) model preferable.

Working with spontaneous dialogue this paper uses Praat, phonetic software designed for acoustic analysis, to obtain precise quantitative data measuring syllable rate, silences and overlaps, and tests whether systemic functional theory provides a productive foundation upon which to understand the relationship between language and the brain.

<sup>1</sup> "In spontaneous dialogue speakers and listeners can maintain the tempo across at least two feet of total silence" Halliday and Matthiessen (2004), 12

**Key terms:** discourse analysis, phonetics, phonology, turn-taking, language and the brain

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WEN

#### ***A Lexico-grammatical Analysis of Textbook Directions***

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**Abstract:** The directions in textbooks are instructions given to learners for engaging in classroom activities. They belong to the genre of "language of administration: organizing

human activity in formal institutions.” (Iedema, 1997:73) Based on Iedema’s “Core Command” concept of directives, this paper makes a functional analysis of the syntactic structures and lexico-grammatical features of directions in English textbooks for college students. The analysis demonstrates that the imperative command has the dominant function of exercising compulsory administration in the directions, while background information, modality and lexical devices realize different interpersonal functions. By observing the various ways in which the administrative function and interpersonal function interact, this paper attempts to demonstrate how the authoritative status of the textbook is established and how the learner is socially positioned.

**Key terms:** textbook direction, directive, core command

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## WIGNELL

### ***Changing Relationships between Images and Written Text in Picture Books for pre school-age Children***

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**Abstract:** My work relates to and is informed by work by Halliday (1985 onwards) Martin (forthcoming), Painter (2007), Wignell (2008), Rose (forthcoming) Lim (2004), Liu (forthcoming) O’Halloran (2004), Baldry and Thibault (2006), Kress and Van Leeuwen (1996), Williams (1998, 2001), Martinec and Salway (2005), O’Toole (1994), Royce (1998).

This paper examines changes in the relationships between images and written text in picture books for pre school-age children as the age of the children the books are aimed at increases. A sample of two hundred and fifty children’s picture books was used. The books ranged in target age from newborn to five years. The books were first sorted on a

continuum according to the amount of written text and the relative prominence of images and written text. This continuum was then mapped on to five age categories: newborn to six months, six months to 12 months, 12 months to 24 months, 24 months to 36 months and 36 months to 60 months. These categories were based on recommended age appropriateness for books on prominent websites marketing and promoting children's books. One or two books from each category were analysed in detail. Images were analysed primarily using O'Toole's (1994) framework and written text was analysed using Systemic Functional grammatical analysis (Halliday, 1985). Intersemiotic analysis was informed by O'Halloran (2005, 2007), Kress and Van Leeuwen (1996), Lim (2004), Liu (forthcoming) and Royce (1998). What was found was that the characteristics of the images, the written text and the relationship between images and written text changed systematically as one moved along the age range. The amount and complexity of written text increased. Metafunctional prominence in the images changed from emphasising the modal (O'Toole, 1994) in books for the younger age groups to emphasising the representational (O'Toole, 1994). In the early age groups such text as there was could only be interpreted sensibly with reference to the images. In the middle age groups images and text were more or less equally interdependent and in the older age groups the written text started to predominate, with images taking a more peripheral role. It should be noted that this pattern represented a tendency and was not categorical. These findings fit closely with the relationship between written text and images in the early years of schooling identified by Kress and Van Leeuwen (1996: 16-17).

**Key terms:** Systemic Functional Linguistics, multimodal discourse analysis, social semiotics, early childhood literacy

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WIRATNO, Tri

***NOMINALIZATION IN INDONESIAN SCIENTIFIC TEXT: CASES IN FOUR JOURNAL ARTICLES***

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**Abstract:** This paper reports a case study of nominalization in four journal articles in biology, economics, social science, and language written in Indonesian. In order to know the pattern of nominalization in the four articles, the clauses containing nominalization are identified, seen from whether the lexical items in the four articles are realized congruently or incongruently. The data analysis show that nominalization in the four articles is realized by means of grammatical metaphor where verbs, adjectives, adverbs, modals, and conjunctions are metaphorically shifted to nouns. From the total lexical items employed in the four articles, the nominalization amounts to 97.6 % in Biology Text, 94 % in Economics Text, 96.2 % in Social Science Text, and 97.8 % in Language Text. The findings about nominalization are not only ideationally significant to the abstraction of real world (Martin, 1991, 1993a, 1993b; Halliday, 1993a, 1993b, 1998), but also textually significant to the text structure of the articles (Hyland, 2008).

WONG and LI

***Towards an Understanding of the Nature of Choice of Modulation***

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**Abstract:** The present paper presents the result of a research in progress into the linguistic features of interpersonal language systems in English literary works written by Chinese writers. This paper focuses on the choice of MODULATION, i.e. the writer's attitude on obligation and inclination (Halliday 1984/1994, Halliday & Matthiessen 2004, Martin 1992, Matthiessen 1995 to name just a few). It intends to explore the characteristics of the authors' choice in this system through a series of comparisons. To investigate the very nature of the options of MODULATION, the author's choice among the options, including the level of intensity, revealed in an English novel written by a Chinese author are first compared with its Chinese translation which is translated by the author herself. Then comparisons are extended to another English novel written by an English author, and a Chinese novel written by a Chinese author. In addition, the authors' choice revealed



in the above literary works is embedded in the context of their choices in the other interpersonal language systems as well as the STATUS of the clause. It is hoped that through all these comparison, our understanding of the choice of MODULATION in the English literary works written by Chinese writers can be enhanced.

**Key terms:** modality, modulation, option, system network, Systemic Functional Grammar

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WU, Q

***A Study of Metaphoric Equivalence in Translating A Red, Red Rose***

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**Abstract:** This paper, based on the current study of metaphor, probes into theories concerning ideational metaphor, interpersonal metaphor and textual metaphor, aiming at appreciating and analyzing and translating *A Red, Red Rose* written by Robert Burns by means of their typical realizations of these three types of metaphors. The study of discourse metaphoricality contributes to a better understanding and research of this famous love poem (such as metaphorical thought in poetry and image metaphor, and so on) and sheds light on its translation study in a new way. It is concluded that, translation, with a combination of two types of textual metaphor: extended metaphor (in terms of rhetoric and in cognitive sense) and grammatical metaphor, means metaphoric transference and in some way it is to achieve “metaphoric equivalence”, which, as a dynamic concept, will attach greater significance to the study of cultural context and facilitate translators to adopt proper translating strategies to achieve the ideal version as much as possible.

**Key terms:** metaphor, textual metaphor, metaphoric equivalence, translation

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WU, S

***Multimodal Analysis on Classroom Discourse—A Case Study Based on an Excellent Grammar Lesson***

**Presenter:** Sha WU

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**Abstract:** Classroom discourse is an important medium and an effective means for teachers to convey information and control students' in-class behaviour. At present, many scholars have made theoretical and empirical studies in the mode, characteristics, quantity and function of teacher talk. In fact, discourses are becoming multi-semiotic as the development of multi-media and computer technology, through which pictures, flash, sounds, diagrams, etc. as well as language can be presented at the same time. In modern classes, teachers often use PPT which evokes both visual and auditory perception to facilitate the presentation of denotative and connotative meanings of all kinds of semiotics. Based on the multimodal analysis of an excellent lesson on English grammar, this paper explores how to realize meaning construction and interaction in class multimodally, and thus realize the experiential, interpersonal and texture function of classroom discourse.

**Key terms:** classroom discourse, multimodality, function analysis

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WU, SJ

### ***Interpersonal Functions of Hedges in Political Discourse***

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**Abstract:** Many researchers have focused on the study of the hedges in conversation analysis and discourse analysis. The lack of sufficient attention to and research of government press conference from the perspective of interpersonal functions indicates

the necessary of the present study. This paper aims to construct a functional model of interpersonal meaning of government press conference and explores the interpersonal functions of hedges in government press conference. It categories hedges in the data into four types-adaptors, rounders, plausibility shields, and attribution shields based on Prince's taxonomy of hedges, and analyzes five major interpersonal functions of these hedges—filling information gaps, showing objectivity, maintaining negative politeness, enhancing the expressive effects and flexibility, protecting spokesmen and reducing their responsibility. The study shows that hedging has a considerable significance to spokespersons, journalists and audiences in government press conference.

**Key terms:** hedges, categories, interpersonal functions, government press conference

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WU, X

***Context and Joke Interpretation***

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**Abstract:** The generation and interpretation of humor involves the sender, the text, the interpreter and the context. Many theories have been proposed from different perspectives to codify the mechanism of humor generation and interpretation, but none sufficient enough to illuminate the issue. Systemic-functional grammar provides a useful perspective to analyze humor by emphasizing the social and cultural aspects of language. Halliday and Hasan (1985) believe that text is closely related to its context. The systemic-functional grammar classifies context into two types: the situational context and

the cultural context. The present study mainly discusses the cultural context of English jokes.

A questionnaire survey and an interview have been designed to address issues of Chinese EFL students' comprehension and appreciation of English jokes. Data are analyzed from a systemic-functional perspective to illustrate the contextual dimension of joke interpretation. With the bulk of humor studies centered on the native speakers, this study contributes to the research on jokes in that it looks into the interpretation of English in a foreign language context.

**Key terms:** context, joke interpretation, systemic-functional grammar

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WU, Y

***A Study on the Function and Adaptation of Language Meme***

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**Abstract:** Language meme is a specific phenomenon of language use whose core mechanism is replication and imitation. Blackmore views that the language meme bears enormous pressure of selection. The language user has to selectively replicate and imitate language symbols in order to communicate successfully. Through careful analysis, the paper finds that the selection is neither simple nor mechanical, but the language user, on the basis of flexible principles and strategies, changes and selects appropriate language structures, and simultaneously adapts the changing situation and communicative necessities. The replication and imitation of language meme, on one hand reflect the language user's conceptual or experiential ability, and on the other reveal the interpersonal meaning in the process of communication. That is, language meme

embodies both the conceptional function in the adaptation of language structure and the interpersonal function in the adaptation of context in the process of transmission.

**Key terms:** language meme, adaptation, function

## WU AND SONG

### ***Computer-aided Sight Translation in Interpreting***

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**Abstract:** This paper aims to explore how sight translation, with computational support, can be used as an effective pedagogical tool in interpreter training.

Sight translation has long been used as a pedagogical tool in interpreter training, but very few attempts have been made to design and develop a computational environment to facilitate this exercise despite the advancement of technology in learning and teaching.

This paper introduces a computational tool that is specifically designed to facilitate sight translation in interpreter training, and illustrates how the tool can be used to enhance sight translation in relation to interpreting. By looking at a number of parameters that may have impact on sight translation, such as segmentation of text to be displayed, and time and speed of each segment on display, this paper also examines whether there is any correspondence between interpreting performance and the segments of display at the levels of semantics, grammar and phonology.

**Key terms:** sight translation, interpreter training, computational support

## XIA, D

### ***Approaches to Expressing Mood in A Reply to Suwu and the Ethical Function***

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**Abstract:** Language is the most important means through which human beings are involved in the social activity. Therefore, it necessarily reflects human relationships. (Halliday, 1994 /2000, Martin, 1992, Thompson, 1996 /2000, Hu Zhuanglin, 2005) Systemic Functional Grammar concludes this function into one of its three metafunctions-interpersonal. Interpersonal metafunction highlights the social aspects of the meaning of language and relates language directly to context. Thompson (1996 /2000:

69)divides interpersonal metafunction into two: individual and interaction, the latter of which covers the ethical relationship between individuals and their social status. Hu Zhuanglin(1989/2005) believes that there are mainly three ways to realize the interpersonal function in Chinese, namely, mood, modality, and intonation. Based on this, Xu Jinling(2000) classifies six approaches to expressing tones in the mood, i.e., intonations, tone auxiliaries, exclamation, tone adverbials, syntactic forms, and paradigmatic selecting. Reviewing the previous studies on Chinese mood system, this paper intends to analyze the realization of ethical function in the mood system of *A Reply to Suwu* by Li Lin in West Han Dynasty.

**Key terms:** interpersonal function, ethical function, mood, modality, *A Reply to Suwu*

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XIA, L

#### ***On the Translation of MODALITY in the 2008 Chinese Government Report***

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**Abstract:** This study offers a detailed analysis of the translation of the *Report on the Work of the Government* delivered by Premier Wen Jiabao at the First Session of the 11th National People's Congress on March 5, 2008 in terms of MODALITY. It aims to explore translation of MODALITY in government reports through descriptions of and comparisons between the source and target texts, and to explain some translation phenomena.

The data examined in the current study are the official government report and its English translation. Drawing on systemic functional theory, both the original version in Chinese

and the translation in English are analysed in terms of MODALITY. The analysis shows that the translator mainly adds the modal operators in the target text to more explicitly express the writer's/speaker's attitude in the source text based on the translator's personal interpretation. This study also attempts to identify and discuss three main factors affecting the translator's choice-making in conducting an interpersonal analysis of MODALITY on the basis of the relation between the source context and the target context: from a context of culture point of view, the translation of government reports should be source text content oriented; from a context of situation point of view, the tenor in the interlingual context of translating could lead to variation and elaboration of interpersonal meanings; and the translator's interpretation also plays an important role in language use in an interlingual context. As a whole, this study provides a functional approach to translation studies.

**Key terms:** modality, government work report, modal operator, translation

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XIANG

***Textual Functions of Thematic Progression Chains in English Scientific and Technical Texts***

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**Abstract:** Thematic Progression Chain refers to the linear sequence formed through the combination of two or more common TP patterns. To express complicated ideas, text producers often make use of TP Chains to develop English scientific and technical texts. TP chains in English scientific and technical texts, according to their components and inner structures, can be divided into two generic categories containing five macro types, which can further yield six micro TP Chain patterns under the condition of either...or choice and thus constitute a system network of TP chains with distinctive structuring features. This paper intends to explore the textual functions of TP Chains in English scientific and technical texts from the perspective of Systemic Functional Linguistics. Unlike the Theme-Rheme analysis at the clausal level, the analysis of TP Chains operates at the paragraphic level, making it possible to investigate the mode of development of the text. A careful analysis of thirty English scientific and technical texts sampled systematically from *Science* and *Nature* reveals that Theme and Rheme bear close logico-semantic relations in TP Chains, which in turn balances the information transmission in the texts and thus contributes to textual coherence.

**Key terms:** Tp chain, textual function, English scientific and technical texts

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XIAO, H

***Effects of Two Types of Contextual Configurations on the Learning of EFL listening and/or speaking***

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**Abstract:** This paper, adopting both qualitative and quantitative methods, aims to integrate Halliday's register theory with his recently developed language-based cognitive view. In applying the model, two types of contextual configurations have been designed for a one term experiment as follows: 1) there are three controlled variables (designed tasks) for the experimental group, viz, listening to native speakers' role-based conversations, changing the conversations into role play tasks through writing, and role playing, 2) there are also three controlled variables for the comparison group, viz, listening to native speakers' role-based conversations, doing after-class corresponding listening exercises, and role playing. The effects of the two types on improving listening and speaking are verified and analyzed after the experiment. Results reveal that type 1 is not only statistically significant and different from type 2 but of great help to the affective filter of the experimental interlocutors. Hence, that the applicability of Halliday's register theory has been verified in EFL listening and speaking learning settings.

**Key terms:** contextual configuration, role play, fear of speaking, interaction, listening and speaking

XIAO AND CHEN

***Rhythmic Beauty of House on Mango Street: An Appraisal Approach to Prosodic Characteristics of Poetic Fiction***

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**Abstract:** Based on the early research of Chicana literature text, it is said that the objective quantitative analysis of attitudes, running under the framework of the Appraisal Systems, lacks obvious criteria of appraisal resources classification and can result in the weakness of academic accuracy. Prosody, another measurement of stance in the system,

however, was supposed to make up the flaw. It is a concept that has long been concerned in both corpus and functional linguistics. In Martin's term (Martin and Rose, 2003), prosody refers to the sentimental orientation of attitude that swells and diminishes, running as the text unfolds. The prosodic material carrier should be the appraisal resources. By doing research upon the corpus of *House on Mango Street*, this paper steps further in exploring semantic prosody that allows appraisal resources to form prosodic patterns and genre. It is in the manner of musical prosody that appraiser's voice is constructed and shared value community set up, which takes poetic writing style and Chicana's discourse power as clear proof in the very text. Besides, marker of prosody domain will be another focus in the study. In other words, the study tries to figure out whether it is a gradual or sudden change between different domains of prosody in the same text and what is the exact number of continuous appraisal resources that changes a prosodic tendency. Both quantitative and qualitative analysis will be included.

**Key terms:** appraisal, semantic prosody, prosodic characteristics, poetic fiction

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XU, X

#### ***A Corpus-based Comparative Study of English and Chinese Genre Analysis: An exploratory study***

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**Abstract:** A corpus provides data for descriptive studies as well as for more theory-oriented work. New methods in corpus linguistics enable us to reassess and discover the detailed linguistic characteristics and differences existing across text genres which are yet to be described. They are used both in synchronic and diachronic studies, and increasingly also in cross-linguistic research.

Genre analysis has been an established field of inquiry for over ten years. One strand of research is headed by John Swales and V. J. Bhatia, the other is led by R. Hasan and Jim Martin. Bhatia (1993) and Swales (1990) limited genre analysis to the structural and functional studies of some academic and professional genres, such as research articles introductions, abstracts, conclusions, lecture presentations, promotional letters, legal documents, etc.

The use of corpus-based method allows us to do the computation of automatic text matching from anonymous various texts, based on the frequency and the distribution of content words. It shows that an exhaustive corpus-based approach is the most effective analytical method for comparing texts across two different languages and different genres. In order to achieve these aims, the present paper investigates English and Chinese corpora (mainly BNC and CEPC) consisting of different genres --academic, literary, newspaper and technical texts by means of parameters—type/token ratio, lexical density, list heads, proportion of high frequency words, N-grams, and average sentence length. These linguistic features, which are extracted by a corpus-based method, enable us to take a new step in evaluating the characteristics and language patterns of use in a specific discourse and text style in different languages.

**Key terms:** comparative study, genre analysis, corpus

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XUE, Y

***On Semantic and Pragmatic Functions of Enhanced Theme in English***

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**Abstract:** The use of the term enhanced theme dates back to the papers written by Fawcett & Huang (1995), Huang (1996), Huang & Fawcett (1996). And relevant research on it begins with the Cardiff Grammar in Systemic Functional linguistics, according to which there are three types of enhanced theme construction in English, experiential, evaluative and extraposed enhanced theme construction. Thompson (2004) further classifies the enhanced theme into five types: predicative, equative, comment, preposed and existential theme. And such Chinese scholars as Huang Guowen (1996, 1999, 2003), Zhang Keding (1998), and Miao Xingwei (2007), have also made some detailed analyses on the enhanced theme construction, showing that the idea of it has drawn the academic attention both at home and abroad. To better understand the construction, this paper focuses on the semantic and pragmatic functions of enhanced theme in English following a brief review of the previous studies on it.

**Key terms:** systemic functional linguistics, theme, enhanced theme, semantic function, pragmatic function

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YAN, S

## ***Systemic Linguistics and Constructivism***

**Presenter:** Shiqing YAN

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**Abstract:** The relationship between systemic linguistics and constructivism is briefly mentioned but not illustrated at length in the book *Construing Human Experience*, the book that Halliday collaborated with Matthiessen (Halliday & Matthiessen, 1999:17). We shall probe into the theoretical isomorphism between systemic linguistics and constructivism, aiming at exploring up the extent to which both schools of thought may concur in views on issues like meaning, truth, and the nature of language etc. The paper consists of four parts. The first part introduces the cognitive turn of Hallidayan school in recent years, as well illustrated in Halliday and Matthiessen (1999). The second part offers a contrastive account of constructivist thought of the so-called mainstream linguistic thought. The ideas of Chomsky, Piaget and Vygotsky will be examined in detail. The third part examines the evolutionary theory of meaning proposed by Halliday and its theoretical

implications on the constructivist school shall be investigated into. The final part summarizes the whole paper and the conclusions we attempt to draw include: (1) Systemic linguistics is sympathetic with the constructivist view on language in that both schools hold that language is a product of human construction rather than anything innate, (2) In tracking down the developmental history of language, the evolutionary theory of meaning proposed by Halliday explores up the mystery of meaning construction and relativity of truth, (3) The grammatical theory provides a dynamic approach to the logogenetic frame of language evolution and the second order nature of textual metafunction thus recognized is the systemic version of constructivism, (4) Halliday is particularly influenced by Vygotsky's constructivist theory that emphasizes the social constructive perspective of language and thus the so-called cognitive turn of the Hallidayan linguistic school in recent years recognized by some Chinese scholars is perhaps misleading and a more appropriate account should be that Halliday and his followers come to draw on constructivist theory to reinforce the sociological approach to language, a stand that characterizes systemic school, (5) Considering the recent development of systemic linguistics, we can well argue that the linguistic school not only draws on constructivism but contributes much to it in the sense that systemic linguists provide both philosophical and linguistic evidence to the constructivist ideas, (6) In admitting that they adopt a constructivist perspective on meaning construction, systemic linguists do not in any sense give up to the so-called mainstream linguistic schools, but show adequately their contribution to the linguistic circle with their unique research approach and practice.

**YANG, B**

***To Validate Grammatical Categories in SFG in Light of Wittgensteinian Prototype***

**Presenter:** Bingjun YANG

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**Abstract:** Grammatical categories in Systemic Functional Grammar (SFG) have been often misunderstood, and sometimes even the validity of some fundamental categories has been queried because of some counter-examples or insufficient typicality of some instances. This may be due to lack of consideration of the philosophical basis of those categories. In fact, categories in SFG only refer to those which are typical and representative in language use. They are at most actual prototype rather than ideal prototype, not intending to cover all cases. As is written by Halliday in the second



paragraph of the *Introduction* to *The Collected Works of M.A.K. Halliday* published since 2002: “weak boundaries have always been characteristic of my approach”. In order to better understand grammatical categories in SFG, Wittgensteinian prototype (family resemblance in essence) has been reconsidered in the present paper. It is found that to reinforce the philosophy of Wittgensteinian prototype is a necessity if to avoid too many misunderstandings of SFG categories. Within such an approach, actual prototype (accessible) and ideal prototype (pursuable) should be treated differently. Established categories can be central members while others may be peripheral, without clear boundaries. The central and peripheral members can be mutually transformed under some conditions.

**Key terms:** grammatical categories in SFG, prototype, family resemblance, Halliday, Wittgenstein

YANG, C

***Enacting Interpersonal Function of Chinese Exclamatives***

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**Abstract:** According to Systemic Functional Linguistics, different forms carry different meanings. The form is as it is because of its meaning in the structure and different meanings are supposed to be realized in different forms. This article firstly describes the marks to identify exclamatives and their entry conditions and outlines the system of marked exclamative in Chinese in terms of the attitude and the function. Then they are interpreted as to evaluate the individual item subjectively and share emotion with the reader/hearer.

**Key terms:** Systemic Functional linguistics, Chinese marked exclamatives, interpersonal function

YANG, G

***The System Network for Generating the Expressions of Chinese Aspects***

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**Abstract:** The present research was carried out from 2001 to early 2007, aiming at theoretical descriptions and a computational implementation of the semantics of Chinese (Mandarin) aspects (cf. Yang, 2007). Working within the theoretical framework of systemic functional linguistics, we organize fourteen Chinese simple aspects and twenty-six complex aspects into a single hierarchical grammar network. The Chinese aspect system was implemented with the multilingual generator KPML (Komet-Penman Multilingual, cf. Bateman 1997). This presentation focuses on elaborating the method of constructing the system network to ensure well-produced expressions of complex aspects. The following is the main idea of our method. In the network of the present research, a primary system containing only simple aspects can be developed further when the simple aspects of the system have secondary aspect forms, similarly, a system of secondary aspects can be further developed when its aspects have tertiary aspect forms. Formally there are several ways in which the selection of complex aspect forms might be captured in a system network. To guarantee the produced expressions are both semantically and grammatically acceptable, a Selection Order Principle (SOP) is used in constructing the system network. According to the SOP, the aspect which is more semantically restricted in usage is taken as the basic aspect in constructing a secondary aspect. The less restricted aspect is made dependent on the first selected aspect and the secondary aspect is attached to the first selected aspect. In addition, because selecting more than one simple aspect at the same time is not possible, the parallel way of deriving the secondary aspect is rejected. With this network, forty different forms of the aspects have all been correctly generated.

**Key terms:** system network, Chinese aspects, generation

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YANG, H

***On the Discourse Context and the Construction of Interpersonal Meaning of “Granny Liu’s Entering Grand View Garden”***

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**Abstract:** Systemic-Functional Linguistics provides very powerful theoretical evidence for discourse analysis. “Granny Liu’s Entering Grand View Garden” in *Dreams of Red Mansions* reveals Granny Liu’s superb art of interpersonal public relations. This essay aims at analyzing and expounding the discourse context and the construction of interpersonal meaning of “Granny Liu’s entering Grand View Garden” within the framework of the theory of SFL in order to explore Granny Liu’s communicative intention and the shift of speech roles in discourse communication.

**Key terms:** Systemic Functional Linguistics; Granny Liu’s entering Grand View Garden; construction of interpersonal meaning

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YANG, R

***An Integrated Model of Intertextuality for College English Writing Pedagogy***

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**Abstract:** On the basis of analyzing the errors made in the composition by Chinese university students and reviewing the four main pedagogies which have influenced Chinese college English writing, this paper proposes an integrated model of intertextuality to improve the college English writing pedagogy. Based on the framework of Systemic Functional Linguistics and the notion of intertextuality, a model of “double” threefold intertextuality patterns is constructed, namely, copresentational, coorientational and coorganizational intertextuality patterns. This model serves as a rationale for the classification, identification and explanation of intertextuality and college English writing pedagogy. The study indicates that in the process of writing the integrated model can help the teachers and students to change their traditional viewpoints on reading and writing, to enhance their recognition of intertextuality and awareness of writing, and to promote their interaction theoretically and methodologically.

**Key terms:** college English writing pedagogy, an integrated model of intertextuality, Systemic Functional Linguistics

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YANG, RY

***The International Academic Conference: A Super-genre and the Genre of Plenary Speech***

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**Abstract:** The international academic conference is an important vehicle for negotiating and constructing new knowledge as well as promoting research among researchers in the world. At these international conferences, English is predominantly the lingua franca, as a result non-native speakers of English are at a disadvantaged position. As non-native speakers, many Chinese scholars of English often have difficulty to present their research in English at international conferences. The strategy they normally use to

prepare for a presentation in English is to get the paper written and practice reading it before the presentation. Apparently, these scholars are not aware of the differences between the oral mode of communication and the written mode, and they have the difficulty to adjust to the demand of conference presentations.

The present research will first review the current findings on conference presentations and then report an analysis of the structure of 13 plenary speeches video-taped in an international seminar, using the ESP genre approach. The purpose of this paper is to provide a panoramic view of conference presentations as a system of genres and in-depth knowledge of a specific genre -- plenary speeches -- with reference to the relevant literature on academic and research genres.

**Key terms:** genre, plenary speech, conference presentation

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YANG, XZ

***Learners' Dictionaries and the Demands for SFL Theory***

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**Abstract:** Dictionaries are very helpful in our daily life. They are supposed to be prepared to meet users' different needs. However, different types of dictionaries serve the different needs of users and are used for different purposes. Dictionaries come in more varieties than can be classified in a simple way. Nevertheless, three basic distinctions can be made of dictionaries: (1) general and specialized dictionaries, (2) monolingual and bilingual dictionaries, (3) electronic and print dictionaries. In addition, dictionaries can be classified on the basis of their size, users and functions. Learners' dictionaries are an efficient tool to help learners become fluent in English. In today's multimodal world, dictionaries in different formats are widely used. More and more dictionaries have become available on CD-ROM, DVD-ROM or through the Internet. Whether in print, on DVD-ROM, online, via a PDA or mobile phone, the user can turn to the dictionary whenever and wherever he/she wants. English language students can access definitions anywhere: on a computer, on a blackberry, or on a mobile phone. The growing varieties demand theory that can describe and interpret the use and functions of multimodality in learners' dictionaries. Based on the assumption that Systemic Functional Theory can be in the right position to meet theoretical demands of accounting for the multimodality in learners' dictionaries, this paper is an attempt to explore the functional relation between symbols, links, buttons and illustrations, and the verbal definition of word meanings, and argue that the multimodal nature of dictionary text can be approached by using the concepts like metafunction, cohesion.

**Key terms:** learners' dictionaries, systemic functional linguistics, multimodality

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**YANG, XJ**

***Research on the APPRAISAL Systems in the Discourse of Political Speeches***

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**Abstract:** The Systemic Functional Linguistics (SFL) has centered on the three metafunctions of ideational meaning, interpersonal meaning and textual meaning of a language, but it elides the semantics of evaluation. James Martin developed SFL and set up the APPRAISAL Systems in the early nineties of the 20<sup>th</sup> century based mainly on interpersonal systems of interaction, making it a prospective field in SFL. The APPRAISAL Systems are concerned with a number of dimensions of feeling including ATTITUDE, GRADUATION and ENGAGEMENT. This paper aims at analysing the APPRAISAL Systems in the discourse of political speeches in order to reflect the close relationship between ideology and the appraisal resources, and making implications in the study of genres in which interpersonal resources reflect ideational resources in political speeches.

**Key terms:** the appraisal systems, political speeches, ideology

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YANG, XQ

***Applying SFG to Argumentative Writing Teaching***

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**Abstract:** Writing is an individual cognitive problem-solving skill, which is complex and recursive (Hayes & Flower, 1980). It presents a fairly challenging task for both native and non-native speakers (Kroll, 1994). Teachers always feel difficult to teach the writing course, either because they have limited teaching resources to resort to or because the marking of compositions is both difficult and time-consuming.

How to achieve a better results in a writing lesson? Systemic Functional Grammar offers us a lot of insights. The theory shows us how multifunctional meanings are generated in a communicational event, how those meanings are realized in the formal syntactic and lexical components of language's grammatical system and how linguistic features reflect choices from a 'high-level semiotic', systems of meaning above language (Halliday, 1977:193).

This study explores the application of SFG to the EFL classroom teaching. It aims at finding out language features of Chinese students' English argumentative writings from a functional perspective.

This study aims at identifying the generic linguistic features of Chinese students' English argumentative writings and exploring the application of SFG to writing instruction. The research questions are as follows:

What are the language features of Chinese students' English argumentatives displayed in the transitivity system, mood and modality system and theme system?

What is the implication for EFL argumentative writing teaching?

With the Hallidayan approach, this study has examined the main linguistic features of Chinese students' argumentative writings, aiming at the application of SFG (systemic functional grammar) to the writing classroom in China.

40 compositions were functionally analyzed. Results show that argumentatives consist mainly of material, relational, mental process clauses. They are usually written in the present tense with a lot of modalities. And textual and interpersonal themes were widely

employed to help develop the writer's argument. This study shows that SFG is a rather useful tool for analyzing language use and thus offers much pedagogical implications for writing teaching: (1), With functional analysis, teacher can easily reveal to students how writing involves the construction of meanings and how writers make linguistic choices according to the context of situation. (2), Functional analysis can demonstrate the quality of an essay on how well it fits into its particular context.

**Key terms:** systemic functional grammar, functional analysis, writing teaching

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**YANG, XY**

***On the Expansion of Ellipsis System***

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**Abstract:** Ellipsis is considered in SFL as a form of anaphoric cohesion realizing textual meaning. It sets up a relationship between two clauses by giving them the same grammatical structure but leaving out certain elements in the second clause so as to give prominence to those present. In fact, ellipsis is taken as “largely limited to the immediately preceding clause” (Halliday 1994: 322) and hence a resource for joining a response to an initiation (Martin 1992, Halliday 2004). However, in an analysis of EFL classroom discourse done by the author, it is found that ellipsis occurs in both responding and initiating moves and often reaches back a long way in the text, tying up not only an adjacency pair but also a considerable span of text. This paper presents the various types of elliptical clauses as identified in the analysis, and makes an attempt to set up an ellipsis system of EFL classroom discourse, with a view to exploring the potential of ellipsis as it is being expanded in spoken language.

**Key terms:** ellipsis, system, EFL classroom discourse

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YANG, YN

***Systemic Functional Linguistics and the Development of Spoken Chinese Textbook***

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**Abstract:** It is well known that the early development of Systemic Functional Linguistics (SFL) is closely related to Professor Halliday’s research on Chinese language in the 1960s’. The theories of SFL, however, have rarely been applied to the teaching of Chinese, especially spoken Chinese. This paper is an attempt to explore the possibility of developing a spoken Chinese textbook on the basis of the theories of SFL. More than 10 spoken Chinese textbooks have been published in the last two decades because of the rise of China and the increasing number of Chinese learner all over the world. None of these textbooks was developed by making reference to the theories of SFL both in terms

of overall design and the selection of teaching materials. On the other hand, there exist many studies in the field of systemic-functional approaches to Chinese (for example, Tam, 1979, Tsung, 1986, Fang, McDonald and Cheng, 1995, Zhu, 1996, Shum, 2003, Halliday & McDonald, 2004), which provide a rich foundation for the analysis of spoken Chinese. Depending on the findings of previous research, the paper applies the theories of SFL to the development of the spoken Chinese textbook from two perspectives. Firstly, the genre and register theories of SFL are used to develop a contextual framework for the ordering of lessons in the textbook. Secondly, the sample dialogues and exercises in the textbook are designed by emphasizing their ideational, interpersonal and textual functions. For instance, some of the Chinese dialogues in the textbook are designed to reflect the existence of element which only functions as the Theme in a Chinese clause. The paper is a new application of the theories in SFL and shows that SFL has more to offer than has been used to date. In addition, the study in this paper contributes to the growing body of research on the teaching of spoken Chinese.

**Key terms:** Systemic Functional Linguistics, spoken Chinese, design of textbook

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YANG, SHEN and ZHANG

***Digitalization & Language Teaching—An Enjoyable Path to Innovative Teaching & Learning***

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**Abstract:** Over the past decade, along with the rapid development in computer science and Internet technology, information processing has become an indispensable part of research and application in varying fields. In relation to applied linguistics in general and language teaching and learning in particular, a germane question facing instructors and learners is this: to which extent can a good combination of information and language technology improve the quality of teaching and promote the efficiency of learning?

To find possible solutions to this challenging question and look at the feasibility of this practice in ELT classrooms, Tsinghua University and Higher Education Press have jointly worked on an 8-year research and development project, with a good wish to promote quality teaching and efficiency learning in China. This study attempts to provide a brief introduction to some digital products developed by the project and their effects on the teaching of English writing.

There are 8 parts in this report. The first part highlights information processing as one of pillar research focuses in an information age. In the following two parts, first, digital writing is identified as a paradigm shift in the teaching of writing, and then a computer-based reformation movement in China is introduced. To explain the situation, a metaphor is adopted in the fourth part—digital writing as a new “foreign language” for language instructors to pick up, whereas the fifth part lists multiple digital products developed for innovative teaching and individualized learning. A step-by-step illustration of a new product—“Text Comment Made Easy” is given in the sixth part. In the next part, a short discussion is given to summarize major teaching merits obtained through using diverse digital tools to promote the related teaching practice. In the closing part, a tentative conclusion is made to predict the future of digital teaching.

Based on the design principles of these digital products and teaching practices using them in different writing classrooms, we can identify these merits for more digital teaching: 1) these tools can enhance teaching quality and reduce teaching cost, 2) they offer a technological solution to big-class problems, 3) they provide a unique chance for learners to experience happy writing, 4) they promote practical and genre writing in a substantial

way, 5) they make creative and academic writing possible, 6), they equip learners with new fundamental skills for a safer survival in information society, 7) they improve the work in teacher training and preparation, and 8) they open a fruitful way to professional teaching, efficient learning, and innovative writing.

In conclusion, we believe that in a highly informational and technological epoch, we cannot separate globalization from digitalization, nor can we separate language teaching from technology development. Facing a rapidly changing world, we also believe that digital teaching will be highly likely to be a new “foreign language” for language instructors to pick up if we want to successfully teach new generations who have been brought up in a digital or virtual way of thinking, behaving, playing, learning, and communicating. Following this reasoning, as educationists, researchers, and practitioners, a more crucial question we need to think about seriously at present is this: are we well prepared for it?

**Key terms:** information technology, digital teaching, training system, English writing, Chinese context

YAO

***Meaning Represented in English News Media: A Linguistic Analysis of Views on China concerning the Issue of North Korea's Nuclear Development Program***

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**Abstract:** This paper makes a linguistic analysis of three news reports on the issue of North Korea's nuclear development program. The primary objective is to show how China as a social actor is represented in the English news media.

This study utilizes a methodology combining Systemic Functional Linguistics and Critical Discourse Analysis. The main theoretical tool for the analysis is the concept of Transitivity as developed by Halliday (2004). Concretely, I make a clause-by-clause Transitivity analysis of the three news reports, which is followed by an interpretation of the results within a CDA framework established by Fairclough (1992) and van Dijk (1993) in order to uncover possible hidden ideology and biased underlying the news stories.

The findings of the Transitivity analysis show a similar pattern in the choice of process types in the three news reports: Material processes are most frequently employed, which is followed by Verbal and Relational processes. These three process types are applied



overwhelmingly in my corpus. Behavioral and Existential processes are very rarely chosen.

By using the CDA approach, the paper exposes the utility of the Transitivity strategies in the reports to construct a “discursive reality” and to convey to readers a “naturalized view”. This study shows how choices in each of the six process types can be used to represent a social actor by coding it as a specific type of Participant and by connecting it with different kinds of social activities. The research also shows that the different process types work together to construe a coherent discursive reality with regard to the political image of China.

In Text a, China is constructed as a powerful social actor, superior to and having a strong influence on North Korea. The text conveys to readers such a message : China and North Korea are unsatisfied with each other, with China showing a tendency to cooperate with the West. In Text b , China is represented as being rather cautious and not cooperative with the US. It is represented as being an obstacle in the attempt by the US to impose sanctions on North Korea. Text c represents China as being active in trying to resume the six-party talks and solve the nuclear crisis. China is identified as friendly with the West.

**Key terms:** Transitivity, process types, Critical Discourse Analysis, media language, political image of China

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YE

***On the Application of the Trial-discovery Model to English Grammar Teaching in Senior High Schools***

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**Abstract:** The basic language knowledge senior high school students should learn and grasp includes phonetic, vocabulary, grammar (my emphasis), function and topic (Ministry of education, 2003: 14). And teaching in senior high school should encourage students to form the learning style through active trial, self-inquiry, self-discovery and initiative practice (Ministry of education, 2003: 2). However, in senior high school, there exist two kinds of practice about English grammar teaching: applying the traditional method and neglecting grammar teaching and learning, which go against the ideas of the new curriculum. To solve the problem, based on the constructionist theory (Song, 2008), Halliday's (2000) functional grammar and the trial-discovery model (Zhou & Yan, 2002), the trial-discovery English grammar teaching model (Ye & Cai, 2008) was constructed, which embodies the teaching ideas of the new curriculum to some degree and accords with the students' learning characteristics. This study deals with the problem how we can improve the efficiency of grammar teaching, that is by increasing the students' learning interest and improving the accuracy in English writing. Through the questionnaires and interviews during the two years' teaching practice, the study indicates that this teaching model helps to increase the students' learning interest and improve the accuracy in English writing. Some requirements of the teaching model are shown as follows: designing operable teaching and learning materials, combining the form, meaning and function of grammar together, using the traditional media besides modern media, balancing independent learning and cooperative learning, implementing formative assessment as well as summative assessment.

**Key terms:** English grammar in senior high school, trial-discovery model, teaching efficiency

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YU

***On the Notion of Genre Complex-- Exploring the logico-semantic relations between genres***

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**Abstract:** It has always been a controversial topic to define and classify genres. Based on the logico-semantic relations in a clause complex, this paper discusses the notion of a genre complex. First, we reviewed previous work on establishing a system network of genres, followed by a discussion of logico-semantic relation types. Then we analyzed two discourses selected from the first chapter of *A Brief History of Time*, focusing on the phenomenon of genre expansion and genre projection. We conclude that real discourses rarely demonstrate pure and typical generic features. A discourse is often a complex of different genres. The macro-genre of a discourse should be determined with respect to its ultimate linguistic environment.

**Key terms:** genre complex, logico-semantic relations, genre typology

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## YUAN

### ***The Interpersonal Functions of the English Discourse Markers***

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**Abstract:** Discourse markers are a functionally related set of expressions, also known as other labels, such as discourse particles or discourse operators. They are used extensively both in verbal and written discourses.

Systematic researches concerned with the English discourse markers began only in the 1980s, and the study has been turned into a "growth industry" in linguistics, with dozens of articles appearing yearly (Fraser, 1990: 384, 1999: 932). However, the studies of discourse markers have never constituted a unitary approach, the present research has identified five distinct approaches to the discourse markers study, namely the grammatical-pragmatic approach, the semantico-pragmatic approach, the discourse-coherence-based approach, the cognitive-pragmatic approach and the adaptation-based approach.

Though rich and fruitful, researches on discourse markers are far from being complete, and there are not general agreements among their research highlights. Disagreements are held in terminology, properties, classifications and functions. Moreover, there seems to be fewer systematic researches on the interpersonal functions of the English discourse markers, therefore, the present study attempts to refine our understanding of the English discourse markers, and to explore their interpersonal functions.

First and foremost, there is no universally accepted term for discourse markers. The term discourse marker has different meanings for different groups of researchers, and studies on discourse markers have been done under no fewer than 30 overlapping labels. Furthermore, there is little agreement on what elements in a specific language should be considered as discourse markers. On the basis of a survey into the earlier attempts to define discourse markers, the present study, taking into account of their commonly cited

features, sets forth a working definition of discourse markers. This working definition is quite embrative and can facilitate the following exploration of the multiple properties of the English discourse markers, thus refine our understanding of the technical term.

The highlight of the whole research mainly investigates the interpersonal functions of English discourse markers. The author divides the interpersonal markers into two aspects: the hearer-oriented markers and the speaker-oriented markers, then the interactional functions and modality functions of these two kinds of markers are elaborated respectively.

Discourse markers are able to express a response or a reaction to the preceding discourse or attitude towards the following discourse, including back-channel signals of understanding and continued attention and perhaps hedges expressing speaker tentativeness. And discourse markers are able to affect cooperation, sharing, or intimacy between speaker and hearer, including confirming shared assumptions, checking or expressing understanding, requesting confirmation, expressing deference, or saving face (politeness).

To conclude, discourse markers are motivated by the various goals of interpersonal communication, they are context-dependent rather than rule-governed. In addition, the interpersonal functions of discourse markers vary with their different positions in conversational sequences and the relationships between interlocutors.

**Key terms:** the English discourse, discourse markers, interpersonal function, interaction, modality

YUE

***Engagement and Reader Construal in Academic Texts: A Case Study on Chinese students' MA Theses***

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**Abstract:** Traditional views of academic texts presuppose objectivity as community convention regardless of the fact that disciplinary knowledge is socially constructed. The Engagement system under Appraisal theory, however, treats text as a site for interaction and therefore emphasizes not only the truth value of propositions but also the writer's willingness to negotiate with both the actual and the potential readers. Thus the writer's choices of Engagement locutions are influenced by his awareness of audience. The present article attempts to investigate how the Engagement resources are used in the

Conclusion section of the Chinese MA students' theses of Applied Linguistics, aiming to capture the appraisal characteristics and thus provide reference point for the pedagogical practices of academic writing. More specifically, with a corpus of 20 theses as data and UAM as statistical tool, this study identifies the broad categories of monogloss and heterogloss, the sub-categories of heteroglossic functionality, the prosodic features and the dominant locutions. All these factors would be interpreted by hence reveal the way writers project their stance with respect to reader-writer relationship—their academic identities and the intended readers. The results indicate that the student writers generally maintain modesty with wordings of Entertain and articulate authorial voice with wordings of Endorsement. It is also suggested that a clear sense of audience would lead to a more strategic use of Engagement formulations hence predicting persuasive effect, which will meet the “acceptability conditions” proposed by Hyland (2000:13).

**Key terms:** engagement resources, academic texts, MA thesis, reader construal, reader awareness, pedagogical implications

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## **ZAPPAVIGNA**

***Searchable talk and ambient affiliation: A linguistic perspective on Twitter***

**Presenter:** Michele ZAPPAVIGNA

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**Abstract:** This paper explores how language produced with the microblogging service, Twitter ([www.twitter.com](http://www.twitter.com)), construes ambient affiliation. In other words, I investigate how tweets (posts to Twitter) invite a digitally copresent (Goffman 1963) audience of 'followers' to share in evaluative 'bonds' (Knight 2008, Stenglin 2008). I suggest that we are currently witnessing a cultural shift in electronic discourse from online conversation to what I term 'searchable talk'. A corpus of 45,000 tweets collected in the 24 hours after the announcement of Barak Obama's victory in the 2008 US presidential elections is used to investigate this phenomenon. I show how markup, a form of metadata usually exophorically enacted, has extended its meaning potential to operate as a linguistic token in twitter discourse. This both renders the language searchable and is used to 'charge' the bonds that invite users to affiliate with the values referenced in the markup.

**Key terms:** affiliation, electronic discourse, appraisal, instantiation

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ZENG, J

***The Interpersonal Meaning of Advice Online***

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**Abstract:** Advice is not a new topic for discourse analysts, and it remains a hot one in the computer age because more and more people socialize online and consult the web for a wide range of purposes. This paper makes a study of advice-giving in one particular American Internet advice column managed by an American university, the subject belongs to the genre of written advice column and to the advisory discourse of expert health care on the Internet. The research methodologies employed are both qualitative and quantitative. Based on the interpersonal metafunction and appraisal systems within

the framework of Systemic Functional linguistics, the paper reveals the linguistic devices realizing the interpersonal meaning through the analysis of advice online from the lexical, syntactic and discourse levels, it shows that they are characterized by distinctive linguistic features. Finally, it justifies the use of those linguistic devices, using tenor of discourse within the register theory. The paper identifies the strategies used in this particular social practice and contributes to the understanding of advice-giving in the context of professional Internet health sites.

**Key terms:** advice online, interpersonal meaning, appraisal systems, tenor of discourse

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ZHANG, C

#### ***The Application of the Cognitive Theories to the Reasoning in the Criminal Verdict—Taking the Case of Xuting as an Example***

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**Abstract:** Cognitive theories are applied to solving legal problems. My previous paper about this theme is <Appraisal Analysis of the Criminal Verdict in the Case of Liu Yong>. The degree of acceptance of a criminal verdict is determined by its reasoning, which has a direct influence on whether the criminal case can achieve both legal and social effects or not. The paper applies some cognitive theories to the analysis of the legal problems in the case of Xuting, trying cognitively to remedy the inadequate reasoning of the criminal verdict in the case of Xuting. The analysis shows that theories of cognition can help to solve some legal problems.

**Key terms:** cognition, criminal verdict, reasoning

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ZHANG, D

***Texturing Evaluation in Research Articles***

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**Abstract:** Thompson & Hunston (2000) assume that there are three functions that evaluation is used to perform: expressing opinion, maintaining relations and organizing discourse. Compared to the former two functions, texturing evaluation has not received much attention. This paper considers its role in Research Articles (RAs) in which evaluation tends to be highly implicit. In arguing that their 'object of study' is worthy of investigation and their contribution to knowledge is of value, writers of RAs employ evaluation across the whole discourse and therefore evaluative meanings essentially contribute to the texture of such a persuasive genre. Hunston (1993, 1994, 2000) has done some important work in this field with her 'status-value-relevance' evaluation model. Hood (2004, 2006, 2009) discusses the same phenomenon with Appraisal Theory (Martin & White 2005) as its theoretical framework. Based on their pioneering effort in this area, the present research explores texturing evaluation in RAs through the following three aspects: evaluated entities in RAs and their different evaluations, interplay of overt and covert evaluation, and evaluation in different phases of discourse. Our analysis attempts to establish a model for texturing evaluation in RAs and therefore offers implications for traditional views in discourse organization which privilege ideational meanings.

**Key terms:** evaluation, texture, research article, evaluated entity

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ZHANG, DL

***The Meaning of Function: Syntax in Systemic Functional Linguistics***

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**Abstract:** To show what syntax means in systemic functional linguistics, the differences and similarities of the different syntactic theories in Systemic functional linguistics, and the key factors for their differences.

There have been developed several models of syntax in systemic functional linguistics, and there are differences in focus and perspectives between them, and sometimes, there are controversies between them. It is necessary to clarify their differences in focus and perspective.

In Systemic Functional Linguistics, the term 'syntax' has been avoided by Halliday and his colleagues, but other systemists use the term to refer to the formal aspects of grammar. There have been developed several models of systemic functional grammar, such as the Scale and Category Grammar developed by Halliday, the Systemic Functional Grammar (or the Sydney Grammar) developed by Halliday and his colleagues, Functional Syntax developed by Morley and the Cardiff Grammar developed by Fawcett and his colleagues. And there are some controversies among them. The present paper is intended to study the relationship among them by focusing on the relations between form, function and meaning, so as to give a clearer picture of the syntactic study in this theory. We first present four models of systemic functional grammar: the Scale and Category Grammar, the Sydney Grammar, the Cardiff Grammar and Morley's functional syntax, and then study the relations between form, function and meaning, and finally study the relationship among the four models, especially that between the Sydney Grammar and the Cardiff Grammar. We have found that in systemic functional grammar, there can be three syntaxes: the formal syntax, that exhibited by the ranked constituent analysis (used for functional analysis), the form-based functional syntax, the unified functional syntax based on form, and meaning-based syntax, the syntax based on its capacity to realize meaning, which is pushed 'fairly far in the direction of semantics'. The ranked constituent analysis is

employed by the meaning-based syntax to capture the formal characteristics of the functional theory. The form-based functional syntax is characteristic of the Cardiff Grammar. For this purpose, the concept of function is better considered a relational concept, which shows both the relation between elements in a structure, and the relation between the formal constituents and the structure they are in, and the semantic elements and their structure. In this way, the 'mysteries' hidden in the different models have been explicitly revealed.

**Key terms:** technical requirement: PPT Sydney Grammar, Cardiff Grammar, functional syntax, scale and category grammar, function

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ZHANG, H

***New Information in a Clause Ended with Clausal Particle *le* in Chinese***

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**Abstract:** Clausal Particle *le*, as an aspectual operator, is at the end of a clause. In certain context, it may have readings like “and that’s it, that’s where the matter ends” (Halliday and McDonald 2004: 381) or “relevant to the current situation” (Li and Thompson 1981: 268). However, it remains unclear why Clausal Particle *le* can have such readings which do not belong to typical aspectual function. Based on a comparative analysis of Clausal Particle *le* in drama script and in stage performance, this paper argues that the above-mentioned readings are due to the fact that Clausal Particle *le* is often immediately after “the culmination of what is New”, which is typically “the last functional element of clause structure in the information unit” (Halliday 2004: 89). Furthermore, the position “at the end of a clause” makes it easy for Clausal Particle *le* to change into *la* or *lou* and thus gives Clausal Particle *le* some modal meanings. The present paper has implications for research in information structure in Mandarin Chinese as well as the translation of Clausal Particle ‘le’ into English.

**Key terms:** clausal particle *le*, new information, aspect

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ZHANG, J

***A Cognitive Justification of the Evaluative Potential of English General Nouns***

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**Abstract:** Studies on general nouns were initiated by Halliday & Hasan (1976: 274-282) as a special lexical class exerting cohesive functions in text, but due to SFL's interaction-structure oriented approach the interpersonal aspect of general nouns as a special class has long been the "gray area" wherein few if not any research excursions have been made. Since the more lexically based SFL approach was taken by Martin and Colleagues, the evaluative function of language emerged soon as an academic popularity, but again general nouns, though a special lexical class of high frequency value in actual linguistic communication (Schmid: 2000: 6, Clear, 1993: 274, among others) have not caught quite much scholarly attention: only sporadic researches are found to be relevant to the evaluative function of general nouns (Martin & White, 2005: 61-68, Mahlberg, 2005: 77-81, 151-158, Hunston & Sinclair, 2000, amongst others). Obviously, the silence of general nouns is quite inconsistent with their high frequency value in actual communication and the numerousness lexically-based evaluative studies. This research therefore is designated to a cognitive justification of the evaluative potential of general nouns by exploring the categorical status and the evaluative profile of general nouns.

**Key terms:** cognitive justification, evaluative potential, English general nouns

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ZHANG, JY

***A Survey of Functional Syntactic Studies in China***

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**Abstract:** This paper is meant to make a survey of functional syntactic studies in China in the past 30 odd years, which is believed to be, to a certain degree, enlightening for future studies of functional syntax. First of all, we will propose that functional syntax in the broad sense studies the grammatical systems and structures of TRANSITIVITY, MOOD, THEME and INFORMATION of the clause and other linguistic units as well, such as the group, group complex and clause complex, and that it involves the study of cohesive devices as well. Secondly, we will carry out a survey of functional syntactic studies by Chinese functional scholars since the introduction of systemic functional linguistics into China. We will point out that, as to the aforementioned aspects of functional syntax, it is true that in the past 30 odd years, Chinese functional scholars have carried out insightful studies, which is believed to have contributed to the development of systemic functional linguistics. Meanwhile, it is doubtless too that there are certain issues in the syntactic area awaiting us to touch upon.

**Key terms:** (*English linguistics*) functional syntax, studies in China, survey

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ZHANG, P

***Analysis of EFL Academic Writing of Recount: A Discourse Semantics Approach***

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**Abstract:** This paper is an analysis of Chinese EFL academic writing of recount, employing discourse semantics as tools for discourse analysis. Systemic Functional linguists have applied the theory of language function to text analysis, from which arises the SFL genre theory (Martin 1992, 1993, 1997, 1999a, 1999b, see also Martin & Rothery 1986, Christie & Martin 1997, Martin & Rose 2007a, 2007b). SFL genre theory and practice have made significant contribution to the analysis of academic writing and genre literacy pedagogy. While Australian educational linguistics has contributed greatly to genre literacy, it also imposes critical challenges for genre research and pedagogy in China.

By deploying discourse semantics to explore the generic features of recount and its instantiation in Chinese EFL academic writing, the paper aims to contribute to the

conceptualisation and analysis of academic genres, as well as the improvement of genre literacy in EFL educational contexts. This paper has been concentrated on analysing student writing of recount, from the perspectives of discourse semantics. It has been found that recount, as “a genre that chronicles an episode of experience” (Martin & Rose 2007a: 260), has specific generic features in terms of appraisal, ideation, conjunction, identification and periodicity. Meanwhile, the analysis also reveals the strengths and weaknesses in the student writing of recount.

**Key terms:** discourse semantics, genre, recount

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ZHANG, Y

***Analysis of Chinese Letters in Chinese Practical Writing: A Cross Cultural Comparison of Chinese textbooks in Mainland China, Hong Kong and Taiwan***

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**Abstract:** Chinese Letter, as a kind of Chinese Practical Writing, has been adopted in the Chinese textbooks for a long period. All as Chinese-speaking areas, Mainland China, Hong Kong and Taiwan with their respective economic, political and cultural backgrounds commit to different approaches in the choice of Chinese Letters. This article is intended to investigate the difference of culture in Mainland China, Hong Kong and Taiwan through a comparative analysis of Chinese letters in Chinese textbooks in Transitivity and Appraisal Theory of Systemic Functional Linguistics. The research results indicate that while Chinese letter in Mainland China is full of patriotism, Chinese letter in Hong Kong presents a combination between Chinese traditional culture and British culture. In comparison, Chinese letter in Taiwan sheds light on humanity with the increasing cultural characteristics, uniquely in Chinese letter through the use of classical Chinese.

**Key terms:** Chinese letter, transitivity, appraisal, culture

ZHANG, Y

***Genre Analysis and Genres in Translation—A Comparative Analysis of English and Chinese Publicity Texts***

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**Abstract:** Languages vary greatly in terms of the repertoire of genres, and a certain genre is then approached in significantly different ways by different languages. Cultural gaps, grammatical or lexical errors widely encountered in translation may be textual in essence and can therefore be explained more adequately in terms of a failure to appreciate the conventions governing such macro-structures as genres. The analysis of genres in translation has so far leaned too heavily towards literary and historical texts. However, day-to-day public discourse such as publicity texts are not less interesting or less amenable to analysis within the framework of genre analysis. Publicity texts are playing a significant role in the construction of China's "national image". However, it has been found that most of the studies of publicity translation are subjective comments on lexical, grammatical and cultural errors in terms of lexical choices or sentence patterns without theoretical frameworks, which have failed to inspire and guide the publicity translation industry. This study mainly draws on Martin's stratified model concerning the relationship between genre, register and language to make a comparative analysis of English and Chinese publicity texts, with the purpose of offering some insightful

suggestions and strategies in rendering source text macro-structures as genres in Chinese-English translation of publicity texts.

**Key terms:** genre analysis, publicity texts, genre, translation, functional linguistics

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ZHANG, Z

***The Attitude System and Edna's Affect Awakening***

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**Abstract:** This paper analyzes Edna's affect awakening by applying the attitude system of the appraisal theory. The writer exploits the attitude resource in order to express her sympathy for the heroine and indicate that she does not take adultery as a crime. By constructing a frame of Edna's awakening with a combination of expressions of affect, judgment and appreciation, the writer expects the readers to appreciate the heroine's emotional rebellion, or at least understand it. Unfortunately, the writer neglects the fact that her ideology was far ahead of her contemporaries, because at that time women's social status depended on men, and the readers would therefore read the novel with resistance.

**Key terms:** appraisal theory, attitude system, awakening

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ZHAO, C

***On the semantic features and limitative mechanism of noun in the adjective-noun combinations as an independent adverbial***

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**Abstract:** Based on the prosody and meaning, we discuss syntactic and semantic conditions for N2+A as an independent adverbial in N1 + N2 + A + de + VP. N2 is divided into nine types from concrete to abstract according to visage, behavior, and state. Three mechanisms are presented to govern N2 combining with A as adverbial by semantic



orientation of VP and A, and whether N2 is organic or not. They are determining, eliminating and distinguishing mechanisms, which can be formally verified by word-insertion and syntactic disassembly. They are very important for both teaching Chinese for foreign student and natural language processing.

**Key terms:** adjective-noun combinations, determining mechanism, eliminating mechanism, distinguishing mechanism

**References:**

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ZHAO, L

***Humor: Evaluative Meanings in English Literary Works***

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**Abstract:** This paper investigates the appraisal function of humor in English literary works within the framework of Appraisal Theory (Martin & White 2005). Eggins and Slade (1997) have made a pioneering attempt in this area, namely, by focusing on spontaneous joking in casual conversations. Martin and White (2005:76) have also noticed that humor plays an important role in evaluation. It is then apparent that there is much room to explore in English literary works.

The study is carried out based on a mini-corpus of humor instances, a collection of 500

humor cases from 83 literary works of various sources, covering all four literary genres: novels (e.g. Saki's *Reginald in Russia*), poetry (e.g. Ogden Nash's *Song of the Open Road*), drama (e.g. George Bernard Shaw's *Major Barbara*) and essays (e.g. Oscar Wilde's *The Soul of Man under Socialism*).

The paper comprises three main parts. The first part illustrates how humor as a rhetorical device can be deployed to express attitude, to "hedge the source of attitude", and to "up-scale" or "down-scale" the appraisal force. The second part generalizes three evaluative features unique to humor discourses by statistical analysis: (i) **evaluative conflation** – two or more appraisal meanings are simultaneously construed (cf. Bednarek 2008:7-34); (ii) **evaluative mismatch** – discordant couplings between the appraisal expressions and what is being appraised; and (iii) **evaluative conflict** – evaluative harmony is apparently "destroyed" through humor. Since rhetorical figures are the most frequently-deployed appraisal device, the third part explores the relationship between humor, rhetorical figures, and their appraisals. The study brings together under a coherent framework a wide range of humor's appraisal functions frequently investigated in isolation in literary stylistics.

**Key terms:** humor; evaluative conflation; evaluative mismatch; evaluative conflict

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ZHAO, X

### ***The Language and Learning Theories of Halliday and Vygotsky and their Contributions to Educational Practice***

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**Abstract:** Amongst the various theories of language and learning, this paper will discuss two. First, Halliday, committed to the language-based theory of learning, views all learning as a form of language development. Secondly, Vygotsky, committed to the socio-cultural theory, views learning as a process by which a learner internalizes knowledge. In discussing these views, we will probe into the theoretical isomorphism between the two theories, aiming at exploring the extent to which both schools of thought may be complementary in views on issues like the nature of language, learning and development, and educational practice etc. The paper consists of four parts. The first part introduces the two theorists' work on language. The second part analyzes theoretical foundation of the complementarity between them. The third part explores the compatible contributions of the two theories to educational practice. The final part summarizes the whole paper and the conclusions we attempt to draw include: (i) The language-based theory of learning is sympathetic with the view of the socio-cultural theory on language learning in that both schools hold that language learning takes place in a social context and each considers language to be a product of human construction. (ii) Each of the theories forms the basis for lots of current educational practice. Halliday's theory has indeed influenced today's educational curriculum in such a way that it is giving students a broader view of textual structures as well as enhancing meaning within texts. In contrast, Vygotsky's theory promotes learning contexts in which students play an active role in learning. Learning therefore becomes a reciprocal experience for both students and teachers.

**Key terms:** Halliday; Vygotsky; language and learning theories; contributions;

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ZHAO, Z

***Integrating Jakobson with Halliday to Analyze Ludic Language Use in CMC***

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**Abstract:** This paper extends Jakobson's treatise on twofold character of language (1956) and combines it with Halliday's social interpretation of language (1978) to advance an integrated approach to analyze ludic language use in computer-mediated communication (CMC). Jakobson's similarity and contiguity mechanisms are further elaborated on the signifier and signified levels of the linguistic semiotic system, in other words, four types of operations can be identified in language use: signifier similarity, signifier contiguity, signified similarity and signified contiguity. Jakobson's framework is powerful in describing and explaining inter-relationship among signs within a linguistic system, but it still lacks sufficient explanatory power in a larger communicative context. Systemic Functional Linguistics can supply it with its understandings of language as social semiotic and theories of context. This paper analyzes ludic language use in CMC as a case study to justify this integrated approach to language.

**Key terms:** similarity, contiguity, social semiotic, ludic language, CMC

ZHONG, D

***Critical Genre Analysis***

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**Abstract:** Based on those theoretical results of genre research of different schools, this thesis tries to add to the traditionally purely textual analysis of genre a critical approach to develop a multi-disciplinary, and hence multi-perspective and multidimensional framework, which will enable a deeper investigation of socio-cultural aspects of the construction, exploitation and interpretation of genres besides the description of textual features.

**Key terms:** genre, textual analysis, critical approach

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ZHONG, YUAN and YANG

***Strategic Employment of Appraisal Resources—A positive analysis of UN Secretary-General's Message for New Year***

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**Abstract:** This paper studies UN Secretary-General's Message for New Year, 2004 in the light of Systemic Functional Grammar and Appraisal theory. It makes a Positive Discourse Analysis of the text in terms of context, transitivity and Appraisal System in order to see how various Appraisal resources can be employed to achieve the purpose Annan had in mind of mitigating the confrontation with his possible opponents and giving hope to his sympathizers in accordance with UN principles.

**Key terms:** Systemic Functional Grammar, appraisal system, New Year's message, appraisal resources

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## ZHOU

### ***Syntactic Analysis of the Unmarked Imperative Clause Based on Cardiff Grammar***

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**Abstract:** In the analysis of Mood of an unmarked imperative clause, Sydney Grammar separates the semantic strata from the lexicogrammar strata. In other words, it is a formal analysis instead of a semantic one. From this analysis, one cannot tell the agent of the proposal and the primary tense of the action that will be undertaken.

This research tries to provide an analysis on the unmarked imperative clause from a different perspective of view — a syntactic analysis based on Cardiff Grammar combining semantic strata with the lexicogrammar strata.

This research first briefly introduces Mood analysis on the unmarked imperative clause in Sydney Grammar; based on that, the researcher illustrates the demerits of this analysis after presenting the function of the mood elements and also the way of identifying the Subject in a clause. She proves that in Sydney Grammar, the analysis of Mood of the unmarked imperative clause contradicts the functions of the Mood elements in it.

To solve this problem, the researcher introduces the idea of “default value” to the analysis

of the imperative clause. She believes that the default value of the Subject and the Finite in an unmarked imperative clause is “you” and “will” respectively. Finally, she applies Cardiff Grammar to the syntactic analysis of the unmarked imperative clause.

**Key terms:** unmarked imperative clause, syntactic analysis, Cardiff Grammar, Sydney Grammar, default value

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ZHU, C

***Appraisal and Eco-criticism of Anthropocentrism in Language: A Quantitative Analysis Based on BNC***

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**Abstract:** Anthropocentrism is believed to be the ideological root of current ecological crisis and is thus a major target of criticism in eco-linguistics. A quantitative analysis based on BNC demonstrates that anthropocentrism is present in all the three dimensions of appraisal system of attitude, namely affect, judgment and appreciation. Being a part of ideology, such anthropocentrism in language originated in human cognition of the relationship between human beings themselves and other factors in the nature. It guides people's social and productive practices, and in turn gets ever strengthened through their use of language, thus causing continuous destruction to natural environment. An eco-critical analysis of anthropocentrism in language is, on the one hand, a necessary step towards positive construction of ecological discourse. On the other hand, such an analysis may draw people's attention to the problem, helping to overcome their related ideological bias.

**Key terms:** appraisal theory, anthropocentrism, eco-criticism, eco-linguistics

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ZHU, S

### ***Interpersonal Function of Intonation in English News Reading***

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**Abstract:** This paper studies the interpersonal function of English intonation by looking into a newsreader's engagement with the task of news reading. According to the theory of reading intonation proposed by David Brazil, the engagement of the reader with the reading task reveals the kind of speaker/hearer relationship the reader chooses to establish. Based on this, we examine the degree of the newsreader's engagement with the reading task by observing how he represents two different kinds of listing through the use of intonation. We find that different intonation patterns are used for these two different lists. This shows that the newsreader performs as an engaged communicator of information instead of a mere medium between the script and the audience. Thus, from the perspective of the newsreader's engagement with the reading task, we can say that English intonation plays an interpersonal role in news reading.

**Key terms:** interpersonal function, engagement, news reading, reading intonation, listing

ZHU AND XIA

### ***The Effectiveness of Cohesive Notes in Consecutive Interpreting***

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**Abstract:** The present study aims to examine the effectiveness of note-taking in facilitating the consecutive interpreter to reproduce the speech as a coherent whole and to move swiftly from one idea to another.

Note-taking is a complex cognitive activity. As an essential aid to relieve memory, it is believed to enhance the quality of consecutive interpreting. In Gile's (1985) Effort Model, note-taking is viewed as one competing component for the interpreter's finite pool of processing capacity. Notes, therefore, should be kept brief and simple. As they are used mainly as a skeleton outline of the speech (Jones, 2008), the authors of this paper argues that notes should also be cohesive. In note-taking, due attention should be paid to both structural and non-structural cohesive devices (Halliday & Hasan, 1985), which link various parts of a text, if the interpreter wants to capture the writer's chain of thought in the note form.

In this study, note-taking principles and criteria are first introduced explicitly by the teacher, followed by focused training, after which a case study is made when the students' notes, interpreting recordings and retrospections are collected, compared and analyzed, in a hope to find any correlation between note-taking and consecutive interpreting quality.

**Key terms:** note-taking, interpreting, cohesive devices, case study

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